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 research paper and reading essays, 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 problem areas;
- 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 from 9 a.m. to 12 noon and from 1 p.m. to 4 p.m. Monday through Friday, October 6-10, 2014. The class format is interactive, promoting peer learning through various group activities as well as through formal lectures. I do not give tests but will use your reading reports, your major research paper and your overall class participation for grade evaluation (see p 3 of this syllabus for grading).

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 in the months before and after the one-week intensive. Every student is urged to do as much of the assigned reading as possible BEFORE the class sessions begin on October 6. This will aid your understanding of some of the issues in class and also will allow you more time after the class sessions end to complete the writing assignments.

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 Assignments</th>
<th>Expected Time Commitment</th>
<th>Student's Actual Time on Task</th>
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</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>30 hours</td>
<td></td>
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<tr>
<td>Assigned readings</td>
<td>40 hours</td>
<td></td>
</tr>
<tr>
<td>Short Critical Essays</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>Major Research Paper</td>
<td>35 hours</td>
<td>135 hours</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.
- You will read two short books by C. S. Lewis. Please read them together as a single reading assignment:
  - C. S. Lewis, *The Problem of Pain* (New York: Macmillan, 1962), 155 pp. ISBN-10: 0060652969. 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 810+ 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 research paper.

**Grading:**
In this course you are expected to--
- Attend all class sessions and participate actively.
- Complete the reading of the four required books and the writing of the brief critical essays on each of them (see below). You will write ONE essay for the two Lewis books combined.
- Write one major research paper.

Your final grade will be weighted as follows:
- 45% of your grade will be based on your three (3) critical essays on assigned readings (15% of your final grade for each essay);
- 45% of your grade will be based on your major paper;
- 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:**
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 (the three short essays and the long research paper) 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 intellectual content and 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 grade will be adjusted for students for whom English is a second language or in cases of learning disabilities appropriate to writing.

**The short critical essays:**
By November 1, you will turn in your three short critical essays (1-3 pages each) assessing the value of the four assigned readings. (Remember that you are reading two books by C. S. Lewis, but you are writing one essay about the interrelationship of the two books.) 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 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 attempt to 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 readings, 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 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 good 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.

*Scheduling:*

The three essays on the assigned readings will be due no later than November 1. The major research paper will be due no later than December 1. All papers can be submitted electronically (as Word documents) or in hard-copy, depending on your resources. Send all electronic documents to me at alice.mathews@gmail.com. Hard copies should be mailed to me at: Dr. Alice Mathews / 63 Peaslee Circle / Middleton MA 01949. If you send hard copy, enclose a self-addressed, stamped envelope if you want the paper returned to you.
CO/MC 642: Ministering to Women in Pain Syllabus, GCTS Charlotte NC 10/6-10/14.

Class schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 a.m. to 12 noon</td>
<td>Syllabus, what causes pain</td>
<td>The pain of LOSS</td>
<td>ROLES generating pain</td>
<td>BODY issues that pain</td>
<td>Managing suffering</td>
</tr>
<tr>
<td>1 p.m. to 4 p.m.</td>
<td>Theodicies, good &amp; bad</td>
<td>The pain of CHANGE</td>
<td>RELATIONSHIPS toxic vs good</td>
<td>MEANING-LESSNESS</td>
<td>Forgiveness, Course wrap-up</td>
</tr>
</tbody>
</table>

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 cancellation 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 makeup. 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.