

MC/CO-642: Ministering to Women in Pain

Friday 2 pm – 5 pm

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Office hours

Monday 9:30am – 10:30am; 12pm – 1pm

Thursday 2:30pm – 4:30pm

Friday 11am - 2pm

"For I, the LORD, love justice. (Isaiah 61:8)

Course Description:

A given in this life is that we all experience pain—physical and psychical. In this course students 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 effective ways to help women manage painful events or circumstances in their lives, within the context of a truthful Christian theodicy. (MACO degree goals 2, 4, 5, 7, 8)

Course Objectives:

At the end of this course students should be able to—

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

Instructional Methods:

Instructional methods will include lecture, guided discussion, small group discussion, case discussion, and student presentation.

Textbooks:

You are required to read 3 texts, one from each category.

Theodicy	Sex Differences	Pain Management
Lewis, C.S. (1962). <i>The Problem of Pain</i> New York: Macmillan ISBN-10: 0020868405 ISBN-13: 978-0020868408	Sax, L. (2005). <i>Why Gender Matters: What parents and teachers need to know about the emerging science of sex differences.</i> New York: Broadway Books ISBN-10: 0767916255 ISBN-13: 978-0767916257	Hubbard, M.G. (2009). <i>More than an Aspirin: a Christian Perspective on Pain and Suffering</i> , Grand Rapids: Discovery House ISBN-10: 1572932570 ISBN-13: 978-1572932579

Theodicy	Sex Differences	Pain Management
Yancey, P. (1988). <i>Disappointment with God</i> Grand Rapids MI: Zondervan ISBN-10: 031021436X ISBN-13: 978-0310214366	Eagly, A.H., & Carli, L.L. (2007). <i>Through the Labyrinth: the Truth about how Women become Leaders</i> . Boston, MA: Harvard Business School Press ISBN-10: 1422116913 ISBN-13: 978-1422116913	Kristof, N.D., & WuDunn S. (2009). <i>Half the Sky: Turning Oppression into Opportunity for Women Worldwide</i> . New York: Alfred A. Knopf ISBN-10: 0307267148 ISBN-13: 978-0307267146 OR Kilbourn, P. (2008). <i>Shaping the Future: Girls and Our Destiny</i> . Pasadena, CA: William Carey Library ISBN-10: 0878080023 ISBN-13: 978-0878080021
	Mathews, A.P. (2003). <i>Preaching that Speaks to Women</i> . Grand Rapids, MI: Baker Academic ISBN-10: 080102367X ISBN-13: 978-0801023675	Spencer, A.B., & Spencer, W.D. (2007). <i>Joy through the night: Biblical resources for suffering people</i> . Eugene, OR: Wipf & Stock Publishers ISBN-10: 1556355025 ISBN-13: 978-1556355028

In addition, once you've determined the topic of your research for this course, you will read at least 300 pages on that subject for your major paper and your class presentation.

Requirements:

Students are expected to attend **all** classes and to participate actively. *Students will discuss all absences with the instructor.* Absences of more than 2 hours may result in additional assignments or a grade penalty depending on the number of absences. Students will complete all reading and other assignments. Discuss all late assignments with the instructor. One point will be deducted from all late assignments per day late (including the weekend) and will not be accepted more than 1 week late.

Assignments:

10 points each for 3 critical essays (= 30 points total)
40 points for a major research paper
30 points for the oral presentation

Assigned Papers and Presentation:

Students will write three short (1-3 pages) critical essays and one longer research paper (10 -15 pages plus annotated bibliography). All papers must be typed and double-spaced. Because graduate students need to be able to communicate clearly on paper, each paper will be graded on the following criteria:

The short critical essays: Students will turn in THREE short (2-3 pages) critical essays assessing the value one book from EACH topic area: Theodicy, Sex Differences, and Pain

Management. In these essays students will discuss how the readings fit into their 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 already read the books!). Explore the significance of the readings as they affect 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 are short (1-3 pages) critical essays exploring the assigned readings and critiquing them as you discuss their integration into your growing awareness of the issues for women dealing with pain. An essay does not rely on citations of outside sources, but is more personal and reflective. 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." 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. **Use at least 10 of the following reflective / descriptive verbs** like "I think," "I wonder," "I consider," "I am confused by," "I am touched by," "My thinking is transformed by," "I do not believe," "I agree with," "I disagree with," "X caught my attention," "X struck me."

The major research paper: At the end of the first class session, students will choose an area of interest and will write a research paper on that topic. The paper must be typed and double-spaced. It should be no less than 10 pages and no more than 15 pages in length, NOT including the required annotated bibliography and any appendices you add. Students must include at least 5 sources in their bibliography. Students may use any standard thesis format (APA, Chicago Manual of Style, Turabian, etc.), but need to be consistent in their application of a standard format. MACO students must use APA style.

Because this is a *research* paper, students will need to include a range of at least five 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 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. The language of a research paper is formal, avoiding colloquialisms. Students' research paper must include a clear definition of the problem, the extent (or incidence) of the problem, why the problem is painful, and a well conceptualized model of how you would minister to a woman with this problem. (You may include experience you have had with the problem with an evaluation of how you might approach the problem the same or differently. The experience you have had can be personal but you do not need to discuss this unless you choose.) Please include a page number on each page. **This paper is due at the time of your presentation.** (See allocation of points below.)

Major Research Paper	40 points total
Content	20 points
• clear definition of problem	(5 points)

- extent of the problem (5 points)
 - why it's painful (5 points)
 - conceptualization of the model (5 points)
- Logic, style, grammar 10 points
 Sources used 5 points
 Annotated bibliography 5 points

The 30-minute class presentation: From the research for your major paper, students will present a 30-minute teaching session to the class. Students will be the only member of the class sharing knowledge of their chosen subject with classmates in this presentation. The student is the class expert in the chosen subject and is expected to bring to the class information and insight that go well beyond any assigned readings the rest of the class will do. The presentation should be presented in a concise but complete manner, combining factual and anecdotal materials. It must be well prepared, well organized, and must be presented with a handout for the class which will include a resource list and annotated bibliography. The grade on this presentation will be derived from your content and organization; you will not be graded down for nervousness! The presentation must include a devotional related to the material, a clear definition of the problem, the extent (or incidence) of the problem, why the problem is painful, suggested interventions, and handouts.

- Presentation 30 points total
 Devotional 5 points
 Clear definition of the problem 5 points
 Extent of the problem 5 points
 Why this problem is painful 5 points
 Suggested interventions 5 points
 Handout 5 points

February 1 Review of syllabus. Pain and ministry

February 8 Theodicy

February 15 More about Theodicy

February 22 Platitudes, C.S. Lewis and Yancey

- **Turn in your critical essay on either Lewis, Yancey or**

Reading Week #1 February 18-22

March 1 Gender differences

March 8 Stereotypes

- **Turn in your critical essay on either Sax, Eagly & Carli, or Mathews**

March 15 Pain Management

March 22 Pain Management

- **Turn in your critical essay on Hubbard, or Kristof & WuDunn or Kilbourn, or Spencer & Spencer**

Reading Week #2 March 25-29

- Complete your research paper and prepare your presentation

April 5 Student presentations

- **Turn in your research paper at the time of your presentation**

April 12 Student presentations

April 19 Student presentations

April 26 Student presentations

May 3 Case studies

May 6 4pm

Last day to submit written assignments or apply to Registrar (not to instructor) for extension if needed.
Let the instructor know if you are applying for an extension.