

MC/CO-642: Ministering to Women in Pain

Mondays 9:10am-12:10pm

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Office hours: Posted outside of office

So God created mankind in his own image,
in the image of God he created them;
male and female he created them. Genesis 1:27

Course Description:

A given in this life is that we all experience pain—physical and psychological. 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 within 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.

Disability

Gordon-Conwell Theological Seminary (GCTS) is in compliance with the provisions of the Americans with Disabilities Act. If you have a disability, which meets GCTS' Disability Accommodation Policy, first inform Student Life Services in writing. Then discuss with your professor the disability requiring accommodation.

Textbooks:

You are required to read 5 texts: 2 from the Theodicy category, 1 from the Sex Differences category, 1 from the Women Worldwide category, and the Hubbard book on Pain Management.

Theodicy	Sex Differences	Women Worldwide	Pain Management
<p>Lewis, C.S. (1962). <i>The Problem of Pain</i>. New York: Macmillan ISBN-10: 0020868405 ISBN-13: 978-0020868408</p> <p>AND Lewis, C.S. (2001). <i>A Grief Observed</i>. NY: Harper One ISBN-10: 0060652381 ISBN-13: 978-0060652388</p>	<p>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</p>	<p>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</p>	<p>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</p> <p>Punnett, I. (2013). <i>How to pray when you're pissed at God: Or anyone else for that matter</i>. New York: Harmony Books</p>
<p>Yancey, P. (1988). <i>Disappointment with God</i>. Grand Rapids MI: Zondervan ISBN-10: 031021436X ISBN-13: 978-0310214366</p> <p>AND Yancey, P. (2013). <i>The Question that Never Goes Away: What is God up to—or not—in a World of Such Tragedy and Pain?</i> Brentwood, TN: Creative Trust Digital</p>	<p>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</p> <p>Mathews, A.P. (2003). <i>Preaching that Speaks to Women</i>. Grand Rapids, MI: Baker Academic ISBN-10: 080102367X ISBN-13: 978-0801023675</p>	<p>Kilbourn, P. (2008). <i>Shaping the Future: Girls and Our Destiny</i>. Pasadena, CA: William Carey Library ISBN-10: 0878080023 ISBN-13: 978-0878080021</p>	

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 class presentation and case study, using published resources (not websites).

Requirements:

Students are expected to attend **all** classes and to participate actively. *Students will discuss all absences with the instructor.* Students will complete all assignments **ON TIME**. If life intervenes to prevent you from turning in an assignment on time, I will honor your prioritization of your life over schoolwork and the grade penalty is 1 point per day including weekends with no late assignment accepted more than 1 week late. Walker Percy said, "You can get straight A's and flunk life." Choose life and incur the grade penalty.

Assignments:

10 points each for 4 critical essays (= 40 points total)

30 points for a case study and model of intervention with an annotated bibliography

30 points for the oral presentation

Assigned Papers and Presentation:

Students will write four short (1-2 pages) reflection essays and one longer case study and model of intervention (10 pages plus annotated bibliography). All papers must be typed and double-spaced.

Four Short Reflection Essays: Students will turn in **FOUR** short (1-2 pages) reflective essays reflecting on a book (or two books) from **EACH** topic area: Theodicy, Sex Differences, Women Worldwide, and Pain Management. In these essays students will discuss how the readings fit into their growing body of knowledge and understanding. 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. **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."** An essay is **NOT** a research paper objectively laying out data with footnotes, etc. Instead, these are short (1-2 pages) reflective essays exploring the assigned readings and reflecting on them as you grow in your awareness of the issues for women dealing with pain. An essay does not rely on citations of outside sources, but is personal and reflective.

The case study and model of intervention with annotated bibliography: At the end of the first class session, students will choose an area of interest and will write about this topic. The paper must be typed and double-spaced. It should be no less than 8 pages and no more than 10 pages in length, **NOT** including the required annotated bibliography and any appendices you add. Students must include at least 5 sources in their bibliography. These sources must **NOT** be websites but published resources. Peer-reviewed journal articles and other recent publications represent the best resources. 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. Reference all your claims.

A case study is the collection and presentation of detailed information about a particular person or small group, frequently including the accounts of subjects themselves. 1) Write a case study about a woman (who could be you!) dealing with the area of pain you selected during the first class and how you ministered to her or how you were ministered to. 2) Look back and reflect on what you could have done differently or what you would have liked to have been done differently. 3) Then offer a well-developed and well-researched model for intervening with a woman suffering that type of pain. 4) Include an annotated bibliography. A bibliographic annotation is a short paragraph telling the reader what was valuable (or not valuable) in the books / articles you read. For the case study, the following should be included.

1. Describe how the minister handled the situation.
 - Be objective. Don't try to make yourself "look good," but present the situation as it unfolded for you. Use "I" statements in referring to yourself, and give other people in the case fictitious names using first names only (e.g., "Sally"), which will make the case less complicated to follow.
 - Do not attempt to give a psychological analysis or diagnosis unless you are sure of what you are talking about. Just present the case as it unfolded.
 - Provide background information that will help to understand the history of the situation and any relevant facts. Make the time-line clear, and describe significant movements or turning points in the situation.
 - What resources, if any, did you utilize?
2. Reflect on the case in hindsight. Are there things you would do differently or would like to have been done differently in light of what happened?
3. Describe a well-developed well-researched model for an optimum response to a woman dealing with this type of pain. "Well-researched" means that you will cite research that supports your model.
4. Include an annotated bibliography with an evaluation of each resource.

This paper is due at the time of your presentation. (See allocation of points below.)

Case study and Model	30 points TOTAL
Content	20 points
1. Case (5 points)	
2. Reflection on what should be done differently (5 points)	
3. Model (5 points)	
4. Annotated bibliography (5 points)	
Logic, style, grammar	5 points
Sources used	5 points

The 20-minute class presentation: Research and present a 20-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. You will not be graded down for nervousness! The presentation must include a 1) devotional related to the material, 2) a clear definition of the problem, 3) the extent (or incidence) of the problem, 4) why the problem is painful, 5) suggested interventions (the model from your paper), and 6) a handout with at least 5 sources of information.

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

Grading Scale

95-100 A	80 B-	69 D+
90-94 A-	79 C+	61-68 D
89 B+	71-78 C	60 D-
81-88 B	70 C-	Below 60 F

Course Outline with Assignments

September 10 Review of syllabus. Pain and ministry

September 17 Theodicy

September 24 Platitudes, C.S. Lewis and Yancey

- **Turn in your reflective essay on either Lewis or Yancey**

October 1 Gender differences

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

October 8 Reading Week #1

- Continue your course reading

October 15 Stereotypes

October 22 Women worldwide

- Look at the Mordecai project website: <http://www.themordecaiproject.org/welcome/>
- **Turn in your reflective essay on either Kristof & WuDunn or Kilbourn**

October 29 Pain Management

- **Turn in your reflective essay on Hubbard**

November 5 Pain Management cont'd; women in ministry

November 12 Reading Week #2

- Complete your case study and your presentation

November 19 Student presentations

- **Turn in your case study/model at the time of your presentation**

November 26 Student presentations

- **Turn in your case study/model at the time of your presentation**

December 3 Student presentations

- **Turn in your case study/model at the time of your presentation**

December 10 Case studies

December 18 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.

Additional resources:

Theodicy

- Alister McGrath (2000). *Why does God allow Suffering?* (London: Hodder & Stoughton)
- Aida Besancon and William David Spencer (2007). *Joy through the night: biblical resources for suffering people.* (Eugene, OR: Wipf & Stock)
- Charles Graves (1976). *When Tragedy Strikes.* (Chicago: Moody Press)
- Edith Schaeffer (1993). *Affliction: Understanding the Reality of Pain and Suffering in Our Lives* (Grand Rapids: Baker)
- Lewis Smedes (2000). *How can it be All Right when Everything is All Wrong?* (Shaw books)
- Nicholas Wolterstorff (1987). *Lament for a Son* (Grand Rapids: Eerdmans Pub Co)
- Philip Yancey. (2002). *Where is God When it Hurts?* (Grand Rapids: Zondervan)
- Ravi Zacharias & Vincent Vitale. (2014). *Why Suffering? Finding Meaning and Comfort When Life Doesn't Make Sense.* (New York: Faith Words)

Sex differences

- Brizendine, L. (2006). *The Female Brain.* New York: Morgan Road Books
- Brizendine, L. (2010). *The Male Brain.* New York: Harmony
- Mathews, A. (2017). *Gender Roles and The People of God: Rethinking What We Were Taught about Men and Women in the Church.* Zondervan.
- McGilchrist, I. (2012). *The Master and His Emissary: The Divided Brain and the Making of the Western World.* Yale University Press.
- Moir & Jessel (1991). *Brain sex: the real difference between men & women.* NY: Delta