

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
At Evangel University

MCC 631/PTH 640/THE 639: Culture, Gender & Cross Cultural Ministry
March, 12-16, 2018: 8am -5pm



PROFESSOR

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COURSE SYLLABUS

COURSE DESCRIPTION

At the heart of the fundamental nature of every culture lies the distinction between male and female. Kinship, marriage, family, sexuality, sacred spaces, and public and private gender roles tell the story of a society's organization. This course will seek to examine God's purpose in creating humans as female and male, and allow scriptures to critique one's own cultural gender biases. As leaders venture across cultures to serve, misunderstood gender issues can produce potentially negative and unexpected consequences, while on the other hand, the ability to exegete the meaning of male and female roles can open doors to ministry and enable healthy mixed-gender teamwork. Students will practice ethnographic research methods that prepare them to discover culture through the lens of gender. They will also develop spiritual disciplines that will enhance their lives and their cross-cultural ministry.

EVANGEL UNIVERSITY MISSION STATEMENT

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

OBJECTIVES

Upon completion of the course, the student should be able to:

1. Articulate and defend a biblical understanding of what it means to be created in the divine image as (male and female) gendered human beings.

2. Develop skills that allow the student to research courtship, marriage, gender roles, and the social regulation of sexual behavior in different cultural contexts.
3. Critique one's own cultural biases in relation to gender through the comparison of biblical narratives and contemporary stories.
4. Integrate the knowledge of a culture's gender values with ministry roles, developing strategies of working in multi-gendered cross-cultural ministry contexts.
5. Analyze difficult cultural questions concerning gender roles in a biblically responsible way.
6. Put into practice spiritual disciplines that prepare the student for ministry in cross cultural settings.

METHODOLOGY

The class will include lectures, class discussion, experiential learning activities, case studies, and presentations by students that are then critiqued by students. Library and field research will be required in order to accomplish a final project.

CLASS TOPICS

1. Introduction
2. Exploration of the role gender plays in culture, as well as the role culture plays in defining gender roles.
3. Discover gender biases and ideals of our own culture
4. Biblical examination of what it means to be made in God's image as male and female.
 - a. Identifying gender-culture of the scriptures
 - b. The role Jesus played in redefining gender roles
 - c. Examine Pauline gender theology and praxis
 - d. Explore cultural practices of first century Greco-roman world
5. Interaction with missionaries active in other gender-cultures
6. Development of ministry strategies in light of culture

SKILLS:

7. Application of theory to practice: creating a model by which to explore gender issues in a culture.
8. Practice interviewing techniques for cross-cultural ethnic genders studies.
9. Develop a team gender-culture in a new context

REQUIRED READING

Brettell, Caroline B, and Carolyn F Sargent. *Gender in Cross-Cultural Perspective*. Upper Saddle River, New Jersey: Prentice Hall, 2009. ISBN-13: 978-0205701001, 350 of the 578 pages.

Brusco, Elizabeth E. *The Reformation of Machismo: Evangelical Conversion and Gender in Columbia*. Austin, Texas: University of Texas, 2010. ISBN-10: 9780292708211, 223 pgs.

Fee, Gordon D. "The Cultural Context of Ephesians 5:18-6:9: Is There a Divinely Ordained Hierarchy in the Life of the Church and Home That Is Based on Gender Alone?". *Priscilla Papers* Winter 2002: 16, no. 1 (Winter 2002 2002): 3-8.

Jewett, Paul King, and Marguerite Shuster. *Who We Are: Our Dignity as Humans*. Grand Rapids, Michigan: Eerdmans, 1996. ISBN 08028-4075-2, pp. 131-349.

Hauerwas, Stanley. "Sex in Public: How Adventurous Christians Are Doing It." In *The Hauerwas Reader*, ed. John Berkman and Michael Cartwright, 481-504. Durham and London: Duke University Press, 2001. ISBN 0-8223-2691-4, pp 481-504. (See Library for this chapter)

Plus one of the following:

Ali, Nujood. *I Am Nujood, Age 10 and Divorced*. New York: Broadway, 2010. ISBN-13: 978-0307589675, 188 pgs.

Hill, Wesley. *Washed and Waiting: Reflections on Christian Faithfulness and Homosexuality*. Grand Rapids, Michigan: Zondervan, 2010. ISBN-13: 978-0310330035, 160 pgs.

Trobisch, Walter. *I Loved a Girl*. Bolivar, Missouri: Quiet Waters Publications, 2001. ISBN-13: 978-1931475013, ~108 pgs.

NOTE: IF PARTICIPANT HAS READ ANY OF THE REQUIRED TEXTS FOR CREDIT IN ANOTHER CLASS, PLEASE SUBSTITUTE ANOTHER BOOK FROM THE BIBLIOGRAPHY BELOW.

For information of textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

COURSE REQUIREMENTS

- 1) Regular attendance and participation in classroom discussions and group projects.
- 2) Paper 1: write a 3 page reflection paper answering these questions: What purpose do you think God has for your life? In what way does your gender effect your ability or your methodology for fulfilling that purpose? To what extent does your culture enhance or inhibit your plans for life? **DUE: March 12, 8am.***
- 3) Paper 2: : Using scripture, prepare a class presentation concerning a tough gender-culture question. Be prepared to lead a class discussion following the presentation.: (Minimum 6 pages—30 minute presentation and discussion **Due: March 13, 8am**)
 - a. Is there a biblical basis for a public ceremony or legal documents to get married?
 - b. Patriarchs had multiple wives; is polygamy wrong?

* All papers are to be submitted electronically. **Title the document: Last name, First name, Paper xx, Date.** If you would like feedback on your paper before you submit it, please send your paper *at least* 3 days before the due date, and I will try to get the paper back to you with suggestions in 24 hours for your corrections.

- c. In a traditional hierarchy, women cannot be in the ministry—is there a biblical foundation for this?
 - d. Why not homosexuality?
- 4) Conduct ethnographic interviews (See Appendix C) of someone from a different culture.
- a. Part 1: Write a paper (minimum 12 pages) that describes the gender culture, explores the difficulties that you think a person from your culture would have ministering in that culture.
 - b. Part 2: Explore strategies that would help such a person form healthy ministry attitudes in their new culture. This can be in the form of a plan for a seminar that you would teach to prepare ministers for cross cultural work. A complete description of the project will be available the first day of class. DUE April 15, 2016.

General Guidelines for Formal Writing Assignments: Each writing assignment should be typed, double spaced in Times New Roman 12-point font, and should conform to Turabian 7th edition, using the author-date citation method.. The paper must be well-structured, clearly written, and grammatically correct.

GRADING FRAMEWORK

1. Reading Reports	10 pts
2. Paper 1: Reflection paper	10 pts
3. Paper 2: Scriptural answers	30 pts
4. Paper 3: Ethnographic study (See Grading Grid Appendix)	50 pts

A class schedule with corresponding due dates will be distributed the first day of class. Late work is subject to penalty!

AGTS Grading Scale

Publishable = A+
 100% - 94% = A
 93% - 90% = A-
 89% - 87% = B+
 86% - 84% = B
 83% - 80% = B-
 79% - 77% = C+
 76% - 74% = C
 73% - 70% = C-
 69% - 67% = D+
 66% - 64% = D
 63% - 60% = D-

Students should retain a copy of all work submitted, until they have received a grade for this work.

INCOMPLETE GRADES

Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of “IP” (In Process) will be issued if the professor’s due date falls after the AGTS semester ending date. Due dates of doctoral modular courses are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>. In the event the instructor grants a grade of incomplete, the due date will be extended up to ninety days, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. If the work is not submitted before the expiration of the 90 day extension, a grade of failure may be issued. No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one’s own, and disrupting classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.—*AGTS Student Handbook*.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may only be used for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

- General Principles: http://www.randomhouse.com/words/language/avoid_guide.html
- Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>.
- Racial and Ethnic Identity: <http://www.apastyle.org/race.html>.
- Disabilities: <http://www.apastyle.org/disabilities.html>.
- Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

DISABILITY ACCOMODATION

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

SELECTED BIBLIOGRAPHY

Ali, Nujood. *I Am Nujood, Age 10 and Divorced*. New York: Broadway, 2010. ISBN-13: 978-0307589675, 188 pgs.

Balswick, Judith K, and Jack O Balswick. *Authentic Human Sexuality: An Integrated Christian Approach*. 2nd ed. Downers Grove, Illinois: IVP, 2008. ISBN-13: 978-0830828838, 356 pgs.

Beck, Ulrich, and Elisabeth Beck-Gernsheim. *Individualization: Institutionalized Individualism and Its Social and Political Consequences*. Translated by Patrick Camiller Theory, Culture & Society, ed. Mike Featherstone. London: Sage, 2002.

Brettell, Caroline B, and Carolyn F Sargent. *Gender in Cross-Cultural Perspective*. Upper Saddle River, New Jersey: Prentice Hall, 2009. ISBN-13: 978-0205701001

- Brusco, Elizabeth E. *The Reformation of Machismo: Evangelical Conversion and Gender in Columbia*. Austin, Texas: University of Texas, 2010.
- Douglas, Mary. *In the Active Voice*. London: Routledge & Kegan Paul, 1982.
- Fee, Gordon D. "The Cultural Context of Ephesians 5:18-6:9: Is There a Divinely Ordained Hierarchy in the Life of the Church and Home That Is Based on Gender Alone?". *Priscilla Papers* Winter 2002: 16, no. 1 (Winter 2002 2002): 3-8.
- Fee, Gordon D. *Listening to the Spirit in the Text*. Grand Rapids, Michigan: Eerdmans, 2000.
- Giles, Kevin. *The Trinity and Subordinationism: The Doctrine of God and the Contemporary Gender Debate*. Downers Grove, Illinois: InterVarsity Press, 2002.
- Giles, Kevin. *Jesus and the Father: Modern Evangelicals Reinvent the Doctrine of the Trinity*. Grand Rapids, Michigan: Zondervan, 2006.
- Grenz, Stanley J. *Women in the Church: A Biblical Theology of Women in Ministry*. Downers Grove, Il: IVP Academic, 1995.
- Hauerwas, Stanley. "Sex in Public: How Adventurous Christians Are Doing It." In *The Hauerwas Reader*, ed. John Berkman and Michael Cartwright, 481-504. Durham and London: Duke University Press, 2001. ISBN 0-8223-2691-4, pp 481-504.
- Hill, Wesley. *Washed and Waiting: Reflections on Christian Faithfulness and Homosexuality*. Grand Rapids, Michigan: Zondervan, 2010. ISBN-13: 978-0310330035, 160 pgs.
- Hofstede, Geert. *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations*. 2nd ed. Thousand Oaks, California: Sage Publications, 2001, pp. 299-350.
- Hollinger, Dennis P. *The Meaning of Sex: Christian Ethics and the Moral Life*. Grand Rapids, Michigan: Baker Academic, 2009.
- Jacobs, Mignon R. *Gender, Power, and Persuasion: The Genesis Narratives and Contemporary Portraits*. Grand Rapids, Michigan: Baker Academic, 2007.
- Jewett, Paul King, and Marguerite Shuster. *Who We Are: Our Dignity as Human*. Grand Rapids, Michigan: Eerdmans, 1996. ISBN 08028-4075-2, pp. 131-349.
- Meeks, Wayne A. 1983. *The First Urban Christians: The Social World of the Apostle Paul*. New Haven and London: Yale University Press.
- Pasterternak, Burton, Carol R Ember, and Melvin Ember. *Sex, Gender, and Kinship: A Cross-Cultural Perspective*. Upper Saddle River, New Jersey: Prentice Hall, 1997. ISBN-13:

978-0132065337, 324 pgs.

Pierce, Ronald W, Rebecca Merrill Groothuis, and Gordon D Fee. *Discovering Biblical Equality: Complementarity Without Hierarchy*. 2nd ed. Downers Grove, Illinois: InterVarsity Press, 2005. **ISBN-13:** 978-0830828340, 350 of the 528 pgs.

Piper, John, and Wayne Grudem. *Recovering Biblical Manhood and Womanhood (Redesign): A Response to Evangelical Feminism*. Wheaton, IL: Crossway, 2012.

Spradley, James, and David W McCurdy. *Conformity and Conflict: Readings in Cultural Anthropology*. 13th ed. Upper Saddle River, New Jersey: Pearson Education, 2009. ISBN-13: 978-0-205-64585-5

Stone, Linda. *Kinship and Gender: An Introduction* Boulder, Colorado: Westview Press, 2009. ISBN-13: 978-0813344027, 352 pgs.

Thiselton, Anthony C. *1 Corinthians: A Shorter Exegetical & Pastoral Commentary*. Grand Rapids, Michigan: Eerdmans, 2006.

Trobisch, Walter. *I Loved a Girl*. Bolivar, Missouri: Quiet Waters Publications, 2001. ISBN-13: 978-1931475013, ~108 pgs.

Volf, Miroslav. *Exclusion & Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville, Tennessee: Abingdon Press, 1996.

Webb, William J, and Darrell L Bock. 2001. *Slaves, Women & Homosexuals: Exploring the Hermeneutics of Cultural Analysis*. Downers Grove, IL: InterVarsity Press.

Winner, Lauren F. *Real Sex: The Naked Truth About Chastity*. Grand Rapids, Michigan: Baker, 2005. ISBN 1-58743-069-X, 192 pgs.

Witherington, Ben III. *Conflict & Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids, Michigan: William B. Eerdmans, 1995.

Wright, N. T. Women's Service in the Church: The Biblical Basis. In *Symposium on "Men, Women and the Church"*. Durham, England: St. John's College, 2004.

Prepared by Dr. Anita Koeshall, November 27, 2017. This is a trustworthy guide as to the content and flow of the course. The professor reserves the right to make revisions.

APPENDIX A

READING REPORTS

Course: MCS/MHT /PTH 643: Anthropology and Communication in Theological Perspective
Professor:

Student:

Date:

Book: (author) (Title) and other bibliographic information:

Number of Pages Read:

Major Thesis of this book:

List three significant missiological issues related to cross-cultural ministry presented by the book:

- a.
- b.
- c.

Key Ideas and Quote:

Your Interaction:

QUESTION(S):

APPENDIX B
AGTS (GMD) RUBRIC FOR THE EVALUATION
OF THE QUALITY OF STUDENT WRITING

The quality of a student's writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY 10%					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There's evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
C. CRITICAL THINKING SKILLS 40%					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 15%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 15%					
D. BASIC WRITING SKILLS 10%					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 2%					
2. The appropriate style format was used (Turabian or APA) 2%					
3. The writing style is clear, straightforward, and easily understood 2%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 2%					
5. The document is accurately named: lastname.assignment.date.docx 2%					

APPENDIX C

Final Project

1. **Ethnographic research paper**(100 pts)
 - purpose: to guide you in the process of becoming a learner from persons who come from another culture, and to learn first hand how other people think about gender and sexual behavior
 - conduct 3 ethnographic interviews on topics of culture, gender and sexual behavior and write a first draft paper and a final paper that presents an analysis and description of your findings.
2. First Draft Interview
 - Use the questions for the ethno interview #1 as a guide for collecting data to prepare your first draft paper. These questions are not intended for use in the interview, but only to guide you as you discuss these issues with the person who serves as your informant. Rather they guide you ...process should be a mutual sharing experience between you and the informant
3. First draft Paper should included:
 - introduction to the person, including family faith, national and ethnic background
 - summary of how this family and peers have set family and community standards about sexual behavior and how they define roles and rules for each gender....
 - analyze how this family's standards and practices compare to other societies discussed in the text (Linda Stone) and the class discussions (patrilineal bias, negotiated power)
4. **Final draft Ethnographic research**...Conduct interviews # 2 and 3 with the same person with whom you conducted the first draft. Expand the summary and analysis of data with the two new sections that summarize the new data collected in interviews 2 &3. Revise the comparative analysis of your findings in relation to further reading in the text (Stone, Brettell and Sargent) and class materials. Use the following questions as a guide for collecting data, and preparing your final paper.
5. Ethnographic Interview #2
 - How do people define marriage in this community (rights to sex, labor property, children? and meaning of marriage in the social context?
 - How do they socially construct legitimate marriage relationships (bride wealth dowry, legal action public ritual, combination of things?
 - how do the identities of individuals change in marriage (name change, leave one family and join another? assume new roles? Identities
 - with whom are the newly weds linked in family and community relationships (in-laws? Clan? village? Religious group? independent household? and what are the obligations they have to one another and to their family networks and community?
6. **Ethnographic Interview #3** Gender and the negotiation of social power
 - what gender role-play was discouraged/encouraged for children

- how did family correct children on “proper” and “improper” male/female relations?
 - How do gender roles define power relationships (control property, management of resources, division of labor, structure of authority, spheres of decisions making:
 - i. within the family and household
 - ii. in the workplace
 - iii. in the church, mosque, or temple?
 - to what extent do men and women negotiate these relationships in domestic and wider relations?
7. **Final Paper** Revise your first draft paper, updating it with your new data and expand this paper with summaries of new data on “the meaning of marriage, and gender and the negotiation of social power. Your final paper should include:
1. intro to person including family, faith, national and ethnic background
 2. summary of how this family and peers have set family and community standards about gender roles and sexual behavior and how they create social pressure upon individuals to observe these standards
 3. a summary of the meaning of marriage
 4. a summary of gender and the negotiation of social power
 5. analysis of how this family’s standards and practices compare to other societies discussed in the text (Stone or Brettell) and class discussions and interviews with reflection on the challenges that a cross cultural worker from might face in light of the gender culture
 6. a brief reflection on a theology of gender relationships within a community of faith for this culture and how a cross cultural worker could participate in that community

Grading criteria (see Grading Grid)

- illustrative data—should have illustration for each point in the three interviews
- references, reflection from class, texts (analysis and comparison)
- substantive, coherent summaries and theological reflection

Key resources that provide a proper foundation for further study.