

**Chinese University of Hong Kong**

**Divinity School of Chung Chi College**

**THEO5956 Special Topics on Pastoral Studies and Counseling I:**

**Gender and Ministry 性別與牧養**

<b>First Term, 2020–21</b>	<b>Instructor: WONG Wai Yin Christina</b>
<b>Mondays, 7:00-9:30pm</b>	<b>Email: wycwong@cuhk.edu.hk</b>
<b>Classroom: YIA LT9/ Online</b>	<b>Office Hours: Thursdays, 5:00-6:00pm</b>

**Course Overview**

Women were the first witnesses of the resurrection (Matt. 28:1–10, Luke 24:1–12, John 20:11–18), but male disciples were remembered as the ones proclaiming the news of the living Christ. It has been admitted worldwide that women comprise more than 60 percent of church members in the pews but that men occupy the main leadership positions in almost all denominations. What has happened in the life of the Church that leads to this reality? Is there a women's tradition to the history of the discipleship of Jesus? In what ways have the practices and theology of the churches shaped our approaches to ministering to women in the Church and society?

In the last few decades, the focus of pastoral care has shifted dramatically from care defined as counselling to care understood in the larger social, political, and religious context. Taking feminist and womanist faith convictions seriously, recent developments in pastoral theology have begun to reconstruct the definitions, parameters, and commitments of pastoral care and counselling. This course will particularly focus on how a narrative pastoral approach benefits to the ministries of the deprived gender and sexual minorities.

The course consists of two main components: first, lectures and tutorial discussions based on the weekly themes and the recommended readings; second, the students will be divided into groups to examine the subject matter, such as women's bodies and health, marriage, reproduction and family, violence against women, sex education for youth, and ministry for men etc.

**Learning Outcomes**

After successfully completing this course with a final grade of B or above, students will be

able to:

- Identify and analyze some of the critical concepts, methods, and debates in gender and ministry;
- Demonstrate an understanding of critical scholarship and interdisciplinary methodology of the field of feminist practical theology and pastoral care;
- Be aware of the influence of your gender and social locations on your theological stance and ministerial sensitivity.

### Pedagogical Commitments

1. Engaging other cultural and religious differences will move us to zones of discomfort and anxiety. Let us be humble, open-minded and respectful to the other (our stranger).
2. Learning is dialogical and communal. We hope to build up a learning circle. We treasure this communal learning process and are willing to build up a trustful and respectful environment.
3. Your experience is a primary source of knowledge and wisdom. In all written works and class discussions, you are encouraged to integrate the course's theoretical resources with your own experience.

### Procedure

This course will involve lectures by the instructor and guest speakers, extensive class discussions in a variety of formats: tutorial, case studies, and group presentations, striving to engage a diversity of gender and ministry through a multiplicity of resources.

Lecture (hr) in/ out class		Interactive tutorial (hr) in/ out class		Reading (hr) in/ out class		Project (hr) in/ out class		Term Paper (hr) in/ out class	
1.5hr		1hr			2hr		2hr		3hr
M	N/A	M	N/A	N/A	M	N/A	M	N/A	M

M: Mandatory activity in the course

N/A: Not applicable

### Assessment Scheme

Task nature	Description	Weight
<b>1. Tutorial Presentation</b>	Make a critical summary and facilitate the class discussion on the selected readings.	10%

<b>2. Self-dialogue Verbatim</b>	With Self-dialogue Verbatim with one piece of your impressive narrative this year; ONE to TWO Page.; <b>Due Date: Oct 27, 2020</b>	20%
<b>3. Group Presentation</b>	Choose Specific Topic related to the course; 2 students in one group; 20 minutes presentation.	20%
<b>4. Term Paper</b>	4000 to 6000 words; Academic paper, liturgy, sermon or teaching plan related to the course including your rationales; <b>Due Date: Dec 14, 2020.</b>	50%

# We encourage students using Chinese to write an academic term paper. Hope you can express the best for your work. For those English as a second language, please go to the independent learning centre for editing support: <https://www.ilc.cuhk.edu.hk/CH/mission.aspx>

### Text Book

1. Coyle, Suzanne M. *Uncovering Spiritual Narratives: Using Story in Pastoral Care and Ministry*. Minneapolis: Fortress Press, 2014. (E-Book)
2. Gorsuch, Nancy J. *Introducing Feminist Pastoral Care and Counseling*. Cleveland: Pilgrim, 2001. (Reserve)
3. Lassiter, Katharine Eleanor. *Recognizing Other Subjects: Feminist Pastoral Theology and the Challenge of Identity*. Eugene: Wipf and Stock Publishers, 2015. (E-Book)
4. Neuger, Christie Cozad. *Counselling Women: The Narrative, Pastoral Approach*. Minneapolis: Fortress Press, 2001. (Reserve)

### Course Schedule

Week	Date	Topic and Required Reference
1	7/9	<p><b>General Introduction</b></p> <ol style="list-style-type: none"> <li>1. Miller-McLemore, Bonnie J. “How Sexuality and Relationships have Revolutionized Pastoral Theology.” In <i>The Blackwell Reader in Pastoral and Practical Theology</i>, eds. James Woodward and Stephen Pattison, 233–47. Oxford: Blackwell, 2000. (Blackboard)</li> <li>2. Graham, Elaine L. “The Sexual Politics of Pastoral Care.” In: <i>Life Cycles: Women and Pastoral Care</i>, edited with Margaret Halsey, 210–24. London: SPCK, 1993. (Blackboard)</li> </ol>
2	14/9	<p><b>Grounded from Feminist Theology</b></p> <p>Jones, Serene. <i>Feminist Theory and Christian Theology: Cartographies of Grace</i>, 22–48. Minneapolis: Fortress, 2000. (Blackboard)</p> <p><u>Tutorial Reading:</u> * Gorsuch, Ch.2, 30–62.</p>

3.	21/9	<p><b>Grounded from Psychology</b></p> <p>* Moessner, Jeanne Stevenson and Maxine Glaz. “The Psychology of Women and Pastoral Care.” In <i>Women in Travail and Transition: A New Pastoral Care</i>, eds. Maxine Glaz and Jeanne Stevenson Moessner, 33-60. Minneapolis: Fortress Press, 1991. (Blackboard)</p> <p><u>Tutorial Reading:</u> Miller-McLemore, Bonnie J. “Feminist Studies in Psychology: An Overview.” <i>International Journal of Practical Theology</i> 4, no.1 (2000): 107–31. (E-Resource)</p>
4.	28/9	<p><b>Gender and Self-Formation</b></p> <p>*Gorsuch, Ch.3, 63–94</p> <p><u>Tutorial Reading:</u> Lassiter, Ch7, 146–64; and Ch8, 165–76.</p>
5.	5/10	<p><b>A Feminist Narrative Approach of Counseling</b></p> <p>* Neuger, 2001.</p> <p><u>Tutorial Reading:</u> 1. Neuger, Ch.3, 65–92.</p>
6.	12/10	<p><b>Narrative Therapy in Practice I: Intimate Violence (Guest Speaker from 芷苦園)</b></p> <p>* Neuger, Ch.4, 93–126.</p>
7.	19/10	<p><b>Narrative Therapy in Practice II: 「敘事治療技巧反思：以2019/20香港集體精神創傷為例子。」</b> 心理治療師葉劍青先生</p>
	<b>26/10</b>	<b>Public Holiday</b>
8.	2/11	<p><b>Stay Connected: Application of Narrative Therapy to Congregations and Christian Communities</b></p> <p>* Coyle, Ch.4, 49–63; Ch.5, 65–80.</p>
9.	9/11	<p><b>Ministry of Sexual Minorities</b> by Vicky Shiu</p>
10.	17/11	<p><b>Minor Lecture 1: Women Leadership and Women Ministers</b> by Lee Xuyi #Project Presentation</p>
11.	23/11	<p><b>Minor Lecture 2: Intimacy and Sex Education</b> #Project Presentation</p>
12.	30/11	<p><b>Minor Lecture 3: Clergy Sexual Boundary</b> #Project Presentation</p>

※ Course schedule is a **guideline** and is subject to change at the discretion of the instructor and

in dialogue with students.

## **Project Presentation**

### **1. Ministry for Gender and Sexual Minorities**

區祥江：《走自己的路：男性成長之旅》。香港：突破出版社，1996。

Lopez, Andres Lazaro. “Fixing ‘the Man Problem’: Masculine Discourse in Christian Men’s Ministries.” M.A. Thesis, University of Missouri, 2012. (E-Book)

Marshall, Joretta L. “Sexual Identity and Pastoral Concerns: Caring with Women Who Are Developing Lesbian Identities.” In *Through the Eyes of Women*, 143–66.

Tanis, Justin. *Trans-Gendered: Theology, Ministry, and Communities of Faith*. Cleveland: Pilgrim, 2003. (HKALL)

World Alliance of Reformed Churches. *Created in God’s Image: From Hierarchy to Partnership: A Church Manual for Gender Awareness and Leadership Development*. Geneva: World Alliance of Reformed Churches, 2003. (With Workbook for Participants, Christina’s office)

麥明儀、湯泳詩等編：《人性：香港教會不能迴避的牧養需要》。香港：香港基督徒學會，2009。

### **2. Marriage, Reproduction and Family**

Dean, Mary James, and Mary Louise Cullen. “Woman’s Body: Spiritual Needs and Theological Presence.” In *Women in Travail and Transition: A New Pastoral Care*, eds. Maxine Glaz and Jeanne Stevenson Moessner, 86–108. Minneapolis: Fortress, 1991.

Robbins, Martha Bowman. “Women and Motherloss.” In *Through the Eyes of Women*, 167–78.

黃慧貞、黃慧賢、蘇敏嫻編：《婦女經驗與婦女牧養》。香港：香港婦女基督徒協會，2003。

關美琮編：《女人的解咒》。香港：香港婦女基督徒協會，1995。

黃懷秋等：《離婚關懷研討會專輯》。台北：台灣天主教胚芽婦女關懷協會，2004。

麥明儀、湯泳詩等編：《人性：香港教會不能迴避的牧養需要》。香港：香港基督徒學會，2009。

黃麗彰：《離婚：分手前後的處理》。香港：基督教文藝出版社，2012。

區祥江、譚秀薇：《婚外情：實況、個案與輔導》。香港：基督教文藝出版社，2011。

### **3. Gender, Sexuality, and Inclusive Sex Education for Youth**

Weaver, Andrew, and John D. Preston and Charlene Hosenfeld. *Counseling on Sexual Issues: A Handbook for Pastors and Other Helping Professionals*. Cleveland: Pilgrim, 2005.

Lebacqz, Karen and Ronald G. Barton. *Sex in the Parish*. Louisville: Westminster John Knox, 1991.

楊幸真主編：《青少年的性：西方研究與在地觀點》。台北：巨流圖書股份有限公司，2010。

陳效能：《性通識：本性權利與道德爭議》。香港：香港中大香港亞太研究所，2011。

鍾佩怡：《我把羅曼史變教材了》。台北：女書文化，2002。

麥明儀、湯泳詩等編：《人性：香港教會不能迴避的牧養需要》。香港：香港基督徒學會，2009。

#### 4. Violence Against Women

Ramsay, Nancy J. “Sexual Abuse and Shame: The Travail of Recovery,” and Joann M. Garma, “A Cry in Anguish: A Battered Woman.” In *Women in Travail and Transition: A New Pastoral Care*, 109–45.

Fortune, Marie M. *Sexual Violence: The Sin Revisited*, 185–218. Cleveland: Pilgrim, 2005.

Stinson-Wesley, S. Amelia. “Daughters of Tamar: Pastoral Care for Survivors of Rape.” In *Through the Eyes of Women*, 222–39.

黃慧賢、陳敏儀編：《藍天行動：教會防治家暴事工研究報告》。香港：香港婦女基督徒協會，2006。

趙麗雯：《家庭暴力：與倖存者同行》。香港：基督教文藝出版社，2012。

王秀容、伍穎琳編：《十個雨後開花的故事》。香港：關注婦女性暴力協會，2007。

#### Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students’ uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one’s own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

<b>Paper-grading rubric</b>				
	Excellent	Good	Needs Improvement	Unacceptable
Thesis	A clear statement of what is being proposed or argued in the paper.	The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.	The thesis is present, but a reader must work hard to reconstruct from the entire paper.	There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.
Arguments	Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid, but this is done not as consistently.	Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.
Counter-Arguments	The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.	The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.	The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them.	No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.
Organization	The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent.	The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.	There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not	The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the

			clearly distinguishable.	conclusion is non-existent.
Style	The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.	The paper is written in complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors.	The paper contains some incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present.	The paper is written with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors.
Documentation	Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.	Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.	Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.	Source materials are used without documentation.