

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

Second Term, 2024–25	Instructor: WONG Wai Yin Christina
Fridays, 7:00-9:30pm	Email: wycwong@cuhk.edu.hk
Classroom: CCT31	Office Hours: Thursdays, 5:00-6:00pm

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 focus on how today’s gender theory, psychology and its particular development theories shape our understanding of gender and ministry. Particularly, we will study 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 case studies 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		Case Studies Discussion		Reading		Project		Term Paper	
(hr)		(hr)		(hr)		(hr)		(hr)	
in/ out class		in/ out class		in/ out class		in/ out class		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
1. Tell Your Own Present Story	此時此刻此地講關於你的故事，並你的能耐和挑戰 Write about your life now and how you're different than before. What are your strengths, and what are the challenges you face? ONE to TWO Page; Due Date: Feb 13, 2025 #Submit to Blackboard Discussion Board with your two responses to other students)	15%
2. Reflection Paper	2 Options: Reflection on 1. Panel Discussion on Women's Leadership in the Church; or 2. My Process on Collective Narrative Therapy. 500 words; Due Date: Mar 14, 2025 #Submit to Blackboard Assignments	15%
3. Group Presentation	Choose Specific Topic related to the course; 2 students in one group; 25 minutes presentation including Q&A.	35%
4. Term Paper	One Option among academic paper, liturgy, sermon, artwork or teaching plan related to the course including your rationales. Instead of academic paper (5000 words), other work requires 3000 words; Due Date: May 2, 2025.	35%

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	10/1	General Introduction 1. Miller-McLemore, Bonnie J. "How Sexuality and Relationships have

		<p>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)</p> <p>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)</p>
2	17/1	<p>Grounded from Feminist Theology</p> <p>Jones, Serene. <i>Feminist Theory and Christian Theology: Cartographies of Grace</i>, 22–48. Minneapolis: Fortress, 2000. (Blackboard)</p> <p>* Gorsuch, Ch.2, 30–62.</p>
3.	24/1	<p>Grounded from Psychology</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>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> <p>#Team making and research preparation</p>
	31/1	<p>No Class: Happy Lunar New Year!!!</p>
4.	7/2	<p>Gender and Self-Formation</p> <p>*Gorsuch, Ch.3, 63–94</p> <p>Lassiter, Ch7, 146–64; and Ch8, 165–76.</p>
5.	14/2	<p>Happy Valentine’s Day to Me: Tell My Own Story</p> <p>* Neuger, Ch.3, 65–92.</p> <p># Present your present story</p>
6.	21/2	<p>A Feminist Narrative Approach of Counseling</p> <p>* Neuger, Ch.4, 93–126.</p>
7.	28/2	<p>Sing a Song together: Collective Narrative Therapy to Congregations and Christian Communities</p> <p>* Coyle, Ch.4, 49–63; Ch.5, 65–80.</p>
8.	7/3	<p>Panel Discussion of Women’s Leadership in the Church (Guest Speakers representing female deacon, minister, and priest’s wife)</p> <p># Liturgy Team: Celebration of International Women’s Day</p>
9.	14/3	<p>Rethinking Men’s Ministry</p>

		<p>*Kummer, Armin. “Reforming Pastoral Care: Masculinity, Male Pathologies and Gender-Specific Pastoral Care.” <i>International Academy of Practical Theology</i> Conference Series 1(2019): 29–36. (E-resources)</p> <p>Lopez, Andres Lazaro. “Fixing ‘the Man Problem’: Masculine Discourse in Christian Men’s Ministries.” M.A. Thesis, University of Missouri, 2012. (E-Book)</p> <p>#Submission of Reflection Paper</p>
10.	21/3	<p>Ministry of Sexual Minorities by Vicky Shiu</p> <p>Reference: TBC</p>
11.	28/3	<p>Minor Lecture 1: Intimacy and Sex Education (tentative)</p> <p>#Project Presentation</p>
	4/4	<p>NO CLASS: Ching Ming Festival</p>
12.	11/4	<p>Minor Lecture 2: Clergy Sexual Boundary (tentative)</p> <p>#Project Presentation</p>

※ Course schedule is a **guideline** and is subject to change at the discretion of the instructor and in dialogue with students.

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.

Use of AI tools is allowed with explicit acknowledgement and proper citation

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

i. An example of acknowledgement

'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>
(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

iii. An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool / language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.