Welcome to the Class!

This course fulfills the mission of Saint Louis University through an application of historical methodology to the theological area of evangelization in pursuit of truth and wisdom.

This course supports the goals of the Department of Theological Studies through an examination of the historical roots of evangelization across the Christian spectrum in the context of world Christianity today.

This course offers an opportunity for a cross-department option, especially for the Women’s Studies Certificate.

Course description

In a theological and historical context, we will examine how Christian women in the Americas, Africa and Asia have understood and shaped evangelization, both in the present and the past within their denomination and beyond. After a brief excursion into evangelization and first millennium women, we will examine selected 19th and 20th century U.S. Catholic and Christian women and move to the contemporary women’s experience of evangelization. Among the questions we will explore:

How do women understand evangelization? How have they done so in the past?
What patterns and varieties of evangelization are women engaged in around the world?
To what extent does that experience reflect current feminist theory in theology?
What are the significant areas of impact women have had and are having in underscoring a holistic approach to evangelization?

The terms evangelization and mission are sometimes used simultaneously. Technically mission has been thought of as directing the attention of a church beyond itself and evangelization as enlivening the faith within the congregation. The course encompasses both understandings and presupposes the current theological construct of mission rooted in the “Missio Dei.”
Learning Outcomes: Cognitive
- to examine the variety of formal and informal processes Christian women have used in the process of evangelization;
- to identify and apply current interpretive traditions in women’s studies and women’s religious history to the area of women and evangelization;
- to compare and contrast evangelical approaches employed by women from different denominations;
- to analyze the theological and spiritual categories women use in various expressions of evangelization.

Learning Outcomes: Skills
- to distinguish between a primary and secondary source and understand the value of each.
- to discern the proper use of quoted material in a formal paper.

Texts:

John Paul II, *Redemptoris Missio* (1990), available online at: http://www.vatican.va/edocs/ENG0219/_INDEX.HTM


Additional articles will be read. See class dates for specific articles.

Course Requirements
1. Class attendance and participation
   We meet once a week, so attendance is extremely important! More than one absence will result in a letter grade drop (from B+ to B, for example), unless there are extenuating circumstances. Sustained interaction with the readings and class discussion is critical in comprehending and developing the course material.
   In addition to other ways of participation, each student will lead two class session based on the common readings.
2. Completion of written assignments on the date assigned.
3. A two-page paper in response to the readings is due for the classes with an asterisk (*) behind the date. The papers will be used as a basis for discussion of the written material. The paper should present the thesis of the article or chapter, a few sentences on one or two key ideas, an identification of some questions the material raised for you, and some insights as you engage the readings and questions we are examining in the course (see p. 1 of syllabus).

4. An examination of a website related to the course and an analysis and short oral presentation to the group on the website’s content.

5. An oral presentation, with at least one visual aid, presenting ONE ASPECT or POINT of your final paper.

6. Final paper.
Choose one woman or women’s group you have become aware of in the semester. Using both primary and secondary sources, develop a thesis, which demonstrates an understanding and use of at least one key theoretical point discussed in the course. Think in terms of the initial questions of the course (cf. above on p. 1 of syllabus). What conclusions can be drawn about women and evangelization based upon your study of the particular person or group?

The paper should be double-spaced, 12 point, Times New Roman font, between 20 pages, including bibliography. Number the pages.

Assessment of Written and Oral Assignments
Each type of assignment is graded according to its rubric. See “Criteria for Written Assignments” and “Criteria for Oral Assignments” later in the syllabus.

Meaning of Course Grades
Theological Studies Department Criteria for Grading Standards
A range = Superior, exceptional, outstanding. The assignment demonstrates critical, informed and creative theological inquiry that reflects superior understanding of essential theological/historical concepts. This means the student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.

B range = Above average. The assignment demonstrates ready command of full range of concepts and shows some critical, informed, and creative inquiry that reflects above average understanding of essential theological/historical concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors.

C range = Acceptable. The assignment demonstrates satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors. Nuanced reasoning is not demonstrated.

D range = Below average. The assignment demonstrates reasoning that is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. The means that the student failed to respond adequately to the assignment and its intentions.

F = Unsatisfactory. In one or more of the following ways the student 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly
flawed as to indicate that the student did not make a serious effort; 4) was involved in plagiarism or cheating.

**Academic Integrity Policy**

“Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information on examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to your course instructor, who will investigate and adjudicate them according to the Policy on Academic Honesty of the College of Arts and Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension or expulsion from the university.”
(from SLU policy statements)

**Academic Assistance**

Saint Louis University is committed to providing equal access to employment and educational opportunities for persons with disabilities. The objectives are to enable persons with disabilities in the University to function adequately, both personally and professionally. The University takes affirmative action to employ and advance qualified persons with disabilities. The University makes reasonable accommodations to assist the physical and mental abilities of employees or applicants for employment. For details, please kindly contact Vicki Wroblewski, Director at 977-3065 or the Employee Relations Staff in Human Resources. Students with disabilities needing accommodations should contact Adam Meyer, Counselor for Disabilities Services. Please call 977-8885 for complete information.

**Grading System**
The weight of the assignments is

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of the Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>This includes student demonstration of interaction with the readings and the summaries used for discussion when indicated in the syllabus.</td>
<td></td>
</tr>
<tr>
<td>Weekly papers</td>
<td>25%</td>
</tr>
<tr>
<td>Website information</td>
<td>2%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>13%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Timeline, Topics and Readings**

Aug. 28 * Introduction
Framework for the course: hermeneutical pathways of feminist theology and history
How the class will be conducted

Sept. 4 * Writing Women into the history of Christianity
Malone, Part I Leader __ Sara Sparks _________________________

Sept. 11 * Writing Women into the history of Christianity
Malone, Part II and III Leader ____________________________
Begin to explore a potential topic for your major paper.

Sept. 18 * Theology of Mission and Evangelization: *Missio Dei*

John Paul II, *Redemptoris Missio* (1990), available online at: http://www.vatican.va/edocs/ENG0219/_INDEX.HTM
Read chapters: Introduction, I, II, III, V, VIII.

“Voices of Women” video, produced by the Society of St. Columban missionaries

Sept. 25 Women as Missionaries – strategy and theology
Robert, Chapters 1 – 6 Leader ____________________________

Oct. 2 * Women as Missionaries – strategy and theology
Robert, Chapters 7 – 11 Leader ____________________________

Oct. 9 * Women as Missionaries – strategy and theology
Robert, Chapters 14 - 15 Leader ____________________________

Copy will be provided.

Oct. 16 World Christianity as a Woman’s Movement
Oduyoye, Chapters 1 - 6
See handout on the book later in the syllabus.

Leader ____________________________


Leader ____________________________

One page due on your Final Paper issue, questions you will explore, bibliography of at least 3 books and 2 articles you have explored.
Oct. 23  Fall break – no class

Oct. 30  Odoyoye, Chapters 7 - 10
          Leader ________________________________

          website information sessions – presentation on this to the class

Nov. 6  Emerging Perceptions on Mission: Asian Women
          Marlene Perera, “An Asian Woman’s Emerging Perceptions on Mission,”
          Available online through SLU library.
          Compare/contrast Perera’s ideas with those found in *Redemptoris Missio*.

          In James A. Scherer and Stephen B. Bevans, eds. *New Directions in Mission and Evangelization 3: Faith and Culture*.

          The development of your paper in relationship with theoretical issues in the course.
          Students will discuss in class articles/books they are using for their papers.

Nov. 13  Final Paper development and its relationship with theoretical issues in the course
          Students will discuss in class articles/books they are using for their papers.

Nov. 20  Presentations 1. ________________________________
          2. ________________________________

Nov. 27  Presentations 3. ________________________________
          4. ________________________________

Dec. 4  Presentations 5. ________________________________
          6. ________________________________

Dec. 11  **Final Paper due in Professor Dries’ office by noon.**

**Criteria for Evaluating Written Assignments**

[If you are using Office 2007, please save any documents you might email to me in the Office 2003 format (which is available from the "save as" drop down menu). However, the usual “method of delivery” of papers is a hard copy.]
Two Page Papers
Ideas and Content (92 points)
___ main argument in the paper is identified and clearly expressed
___ paper addresses at least one key theoretical concept from the course
___ depth of observations
___ connections are made to larger issues in the course

Grammatical and Sentence Conventions (8 points)
___ grammatically accurate (fewer than two errors)
___ sentence structure indicates clarity of expression
___ professional appearance of paper

Final Paper
Ideas and Content (75 points)
___ clear statement of thesis
___ position convincingly presented
___ depth of argument and insight
___ relates issue/question to larger context
___ adequate number of sources
___ effective use of the sources

Methodology and Organization (20 points)
___ correct use of primary sources
___ adequate secondary sources
___ effective and accurate use of secondary materials to support thesis
___ organizational structure of paper is compelling and moves forward the thesis

Grammatical and Sentence Conventions (5 points)
___ grammatically accurate (fewer than three errors)
___ sentence structure indicates clarity of expression
___ professional appearance of paper

Criteria for Oral Presentations

In the oral presentation, students select one idea they wish to share with the class. This is not to be a reading of a paper nor is it to encompass everything, which will be in the final paper. Students will include at least one visual in their presentation. Students will be evaluated by the other students and the Professor.

The presenter
___ was clear in expressing the idea
___ elaborated on an idea central to the course
___ spoke with knowledge
___ spoke with conviction
___ engaged audience in the topic through effective question or other method
___ visual aid used to enhance idea presented
___ speaking voice was clearly enunciated, easily heard, without any “ums.”
___ eye contact was maintained with audience.

Student comments on the presentation:

Mercy Amba Oduyoye, *Daughters of Anowa. African Women and Patriarchy*  

What are some traditional issues, themes and categories in theology?

What are the sources for doing theology, at least as it has been done in the West (Europe, North America)?

What sources for theology does Oduyoye use?
What theological issues does Oduyoye raise?

What theological implications might be suggested in what she is saying?

What theological message would she and the Circle of Friends (contemporary African women theologians) have to provide for Catholics/Christians elsewhere? That is, what voice is added to the theological discussion?
Primary Sources in Historical Theology  
American and World Christianity

What is a primary source?

A letter, public statements, journal, diary, speeches, ledgers, books, and other printed or written material produced by a person or group in a given period. It is the “raw material” out of which a narrative is constructed. Primary sources can also include photographs, artifacts, and drawings, and other “material culture.”

Where are primary sources usually found?

Archives, libraries, special collection places (often affiliated with a university). Primary sources are sometimes collected, edited, and published. Some examples are John Tracy Ellis, Documents of American Catholic History (Wilmington, DE: Michael Glazier, 1987) and Christopher Kauffman, general editor, American Catholic Identities: A Documentary History (9 volumes, published between 1998 and 2003).

How do I read a primary source?

Who is the author (name, date of birth/death, location)?
To whom is the material addressed (audience – can be one person, a group, a particular class of people, etc.)
What is the general context out of which the author is writing? Know what the secondary sources are saying about the issue or time period. What is the more particular religious, socio-political, ecclesial context out of which the person writes?
What presuppositions are found about the nature of church, the human person, understanding of God, the social ramifications of Christian belief?
Is this source indicative of a new trend, a pattern, a confirmation of a given theory?

CAVEAT: Do NOT read the primary source and apply present day sensitivities or moral judgments upon the source. Rather, your task is to understand the “mindset” of the person, etc., and elucidate the source for meaning in its time, locale, audience, etc.

How do I use a primary source?

Read the secondary sources for the movement, issues, themes, biography of the person, so you understand the setting and background. As you read the primary source, think about how the source fits into the secondary source ideas. Answer the questions asked above in “How do I read a Primary Source?”
Women, Evangelization and World Christianity

Selected Bibliography

Reference Books


Books and Articles


HQ 1438 M8 W65 2004


Dor, M.-J. “Nouveaux aspects de la religieuse missionnaire,” In Visage nouveau de la femme missionnaire : liberté, responsabilité, ministère : rapports, échanges et


Fabella, Virginia and Sun Ai Lee Park, eds. We Dare to Dream: Doing Theology as Asian Women. Kowloon, Hong Kong: Asian Women’s Resource Center for Culture and Theology; Manila, Philippines: EATWOT Women’s Commission in Asia, 1989.


