

Course Syllabus Spring 2010

- TITLE:** PSY/LED 457 Gender and Leadership Studies
- SUBJECT AREA:** Christian Gender Studies and Leadership
- GUIDING PRINCIPLE:** *The Value of Male and Female*
- PROFESSORS:** Robert R. Thomason, M.A.
Senior Fellow, Gender and Leadership Studies
Elena I. Thomason, M.Ed., M.A.
Adjunct Professor, Gender and Leadership Studies
- CREDITS:** 3.0 semester hours; 4.5 quarter hours

DESCRIPTION:

This class is designed to explore the issues of gender and leadership and the relationship between the two. One primary confusion the world has perpetrated on young Christian leaders is their identity as a man after “God’s own heart” or a young lady seeking to become a godly woman. In addition to this confusion, this has led to a stark lack of clarity when it comes to young people taking leadership roles. Many young people find themselves paralyzed in their roles. This course is designed to bring together teaching on the Biblical nature of gender as well as the practical manifestation of that identity in the student’s future leadership roles in the family, church, and society.

To accomplish this task, three philosophical threads will be woven through the class. First, the Strengths philosophy focuses a person’s efforts on developing their God-given abilities. Second, the students will examine the importance of leadership on a continuum. From a personal leadership perspective to a community focused collaborative engagement, the students will look at the topics of identity, character, communication, and community. The final philosophical thread is Biblical gender. The class will explore the question of what God’s Word reveals to us about men and women? Beginning in Genesis with the creation of man and woman and moving into the writings of Paul, the students will examine the roles of men and women in the family, church, and society.

GENERAL OBJECTIVES:

1. To further enhance students’ understanding of the value of male and female.
2. Develop the students’ understanding of self.
3. To further develop students’ understanding of their identity in Christ.

4. To develop students' understanding of gender roles and issues both in the family, church, and culture.
5. To provide a safe environment where gender issues can be explored.
6. To equip students' with both philosophical and practical leadership principles
7. To empower students to become godly leaders in their homes, churches, and society.

TOPICS:

- Identity in Christ
- Origins of gender identity
- Leadership: The importance of Character and Ethics
- Gender roles – Submission and Responsibility in the Home and Church
- Responding to Feminism and Hyper-Masculinity in our Culture
- The Christian response to Homosexuality
- Dealing with Addictions
- Leadership in Action
- Leadership: Adoration, Attributes, Attitudes, & Actions of a leader
- Leadership: Community

READINGS:

The materials in **bold print** are to be purchased by the student. All other readings are available in the student apartments.

Arterburn, S. & Stoeker, F. (2003). *Every man's battle*. Colorado Springs, Colorado: WaterBrook Press.

Dallas, J. (1991). *Desires in conflict*. Eugene, Oregon: Harvest House Publishers.

Dobson, J. (2001). *Bringing up boys: Practical advice and encouragement for those shaping the next generation of men*. Wheaton, Illinois: Tyndale House Publishers.

Focus on the Family (1997). *Beyond appearances*. Colorado Springs, Colorado.

Friedan, B. (1997). *The feminine mystique*. New York, New York: W.W. Norton & Company.

Haley, M. (2004). *101 frequently asked questions about homosexuality*. Eugene, Oregon: Harvest House Publishers.

Holmes, A.F. (1984). *Ethics: Approaching moral decisions*. San Francisco: Harper and Row.

Jantz, G. (1995). *Hope, help, and healing for eating disorders*. Colorado Springs, Colorado: Waterbrook Press.

Kotter, J. (1996). *Leading change*. Boston, Massachusetts: Harvard Business School Press.

Kouzes, J. & Posner, B. (2004). *Christian reflections on the leadership challenge*. San Francisco, California: John Wiley and Sons Inc.

Leman, K., & Pentak, W. (2004). *The way of the shepherd*. Grand Rapids, Michigan: Zondervan.

McGee, Robert. (1998). *The search for significance*. Nashville, Tennessee: W Publishing Group.

Nouwen, H. (1989). *In the Name of Jesus*. New York: The Crossroad Publishing Company.

Passno, D. (2000). *Feminism: mystique or mistake?* Wheaton, Illinois: Tyndale House Publishers.

Perkins, B. (1997). *When good men are tempted*. Grand Rapids, Michigan: Zondervan.

Piper, J. & Grudem, W. (1991). *Recovering biblical manhood & womanhood*. Wheaton, Illinois: Crossway Books.

Sanders, O. (1980). *Spiritual leadership*. Chicago, Illinois: Moody Press.

Schaeffer, F. A. (1972). *Genesis in space and time: The flow of biblical history*. Downers Grove, Illinois: Intervarsity Press.

GRADED REQUIREMENTS:

Required Readings (20 points)

Each student is responsible for completing all the assigned reading for that week. Directed readings can be found in the “Lesson Plans and Assignments” section of this syllabus. At the beginning of each class, students will have the opportunity to record the number pages read for that week. It is important that each student only record the reading that they completed for the current week; do not fill in the readings either for previous weeks or for another student who is absent. This portion of the grade will be determined by the percentage of pages read by the student.

Attendance is mandatory. Because so much of the class benefit is the lecture, discussion, and in-class activities, your presence is needed! **Absences in this course may be excused only with the professor’s approval and only for a genuine personal emergency (e.g. sickness, family weddings/funerals).** In order for students to secure approval, they need to *contact* Professor

Thomason by email or in person *prior* to their planned absence or they should make contact as soon as possible in the case of an unexpected absence.

Total Pages Possible:

Lesson	Pages
1	144
2	112
3	66
4	127
5	50
6	32
7	120
8	125
9	111
10	116
11	105
12	126

Grading for Required Readings:

Pages Read	Percent	Points
1234	100%	20
1172	95%	19
1110	90%	18
1049	85%	17
987	80%	16
925	75%	15
864	70%	14
802	65%	13
740	60%	12
678	55%	11
617	50%	10
Below	50%	0

Mid-Term Exam (30 points total)

This closed book and closed note examination will cover information pertaining to the first seven classes of the semester. The objective exam (with essay questions) will analyze gender and leadership in the home and the church. This assessment will be a take home test. The exam will be distributed after class on Thursday March 10th and will be turned in to Professor Thomason by 5:00 p.m. Monday, March 15th. Since this examination will be self-administered, each student is to abide by the standards of honor and Christian character as they prepare for and take this assessment.

The Leadership Experience (20 points)

This experience is a collaborative effort between Student Services and the Gender and Leadership Class. Each student group, assigned by the Student Services Team, will identify a need in their practicum sites, their churches, or in the greater Focus community. This leadership activity will consist of four individual meetings and a different person will lead the meeting every time. Depending on that person's strengths, the different phases of the project will require different leaders. A few things to note:

- You will assemble with your team during the second strengths meeting on February 12th. At the end of the class, there is an exercise will assist you in determining who will lead each assembling. This will be completed after you have learned your strengths.
- A person may officially lead their team more than once, but not more than twice.
- The students will need to journal. Start writing down your personal thoughts and reflections after each meeting. How did you lead? How did the person assigned to

lead do? These will be important insights as you write the final reflection. These four journal entries will be turned in with the final assignment.

The Meetings: Expectations and Outcomes

1. The first meeting will focus on brainstorming. (*During the first class together, FLI students will be informed of this assignment. Specifically, they need to be searching for opportunities to serve during their first four weeks at FLI. When assembled for the first meeting, the team will have ideas to bring to the table.*) When you gather for this meeting, present all of your ideas. For the purposes of this class, you only need to choose **one** service-learning project. The team may want to do more, but only one is required.
OBJECTIVE FOR THIS MEETING: Have a clear and defined project that the group is confident they can complete in one day.
MEETING DATE: Feb 16th - King Sooper Gift Cards courtesy of the Student Services can be used to purchase and make dinner for the team
2. The second meeting is for strategic planning. The team needs to figure out everything that will contribute to their success on this leadership excursion. What will be needed, where they will go, who will coordinate and needs to be contacted, how will the service be provided, and when will they meet to make this project happen.
OBJECTIVE FOR THIS MEETING: Have a clear “to do” list for every group member and a plan for how they will carry out their service learning project.
MEETING DATE: March 2nd - King Sooper Gift Cards courtesy of the Student Services can be used to purchase and make dinner for the team
3. The third meeting is for the execution of the service-learning project. Whatever service your team provides, it needs to be relatively short (i.e. a one-day project) to accommodate all the individuals in the group. ***In addition, it will be important for each team to informally meet over lunch two days before the execution phase of your project. This will ensure that all individuals are on the same page before the team meets for the implementation of the project.***
OBJECTIVE FOR THIS MEETING: Serve the community through some sort of leadership service.
MEETING DATE: At your team’s discretion, but sometime during the month of March before Spring Break.
4. The final meeting is for debrief. What went well as what didn’t go well should be discussed. What could the team have done to create a better result? What *encouragement* do you have to help one another as you become the leaders of the future? What suggestions does the team have for Mr. Thomason & Mr. Able? As you become more self aware, you need to reflect on your time as the leader. ***Just becoming self-aware isn’t enough. There needs to be some reflection on the experience... the moments that mattered during your turn to lead.***
OBJECTIVE FOR THIS MEETING: Greater leadership ability through self-awareness and personal reflection.

MEETING DATE: April 6th – King Sooper Gift Cards courtesy of the Student Services can be used to purchase and make dinner for the team

The finished product of this class will be a reflection paper (**2 pages** in length and it should follow the APA guidelines as noted in detail below) that highlights what you learned about leadership from this exercise. **Along with the reflection, you will turn in the four journal entries you completed after each scheduled meeting.** It will be due at the beginning of class.

IT WILL BE IMPORTANT TO ADHERE TO APA STANDARDS, AS THEY CONSTITUTE 25% OF YOUR PAPER GRADE.

As with the final paper, this reflection assignment will be double-spaced, in 12 point font, Times New Roman and with one inch margins all around. Please include a title page with your name, the date, and the title of your paper. A running head and page numbers should also be included. **Please follow other proper APA writing and style guidelines; an example of an APA style paper can be found on p 306 of your APA manual. Please follow this guide.** When you cite books, authors, the Bible, or other resources (and you are encouraged/expected to do so), please give full citation in the text and include a reference page at the end (see the APA manual in your apartment for specific information). **This paper and the final paper will be due at the beginning of the class period on the date they are due. One point will be subtracted if turned in later the same day. No credit will be given if turned in past the due date.**

ASSIGNMENT DUE: April 8th

Identity paper (30 points)

The purpose of this paper is to reflect on the accumulation of what you learned in bible study, readings, class activities, and discussions from this past semester and examine who you are now? How has your identity changed or been clarified during your time at the Institute? What lies were uncovered about your identity as a man or woman? What issues do you see in a different light than you did when you arrived? How have you been empowered to leave here and become a leader in your sphere of influence?

This paper will be **3-5 pages** in length and follow the APA guidelines as noted above. It will be due at the beginning of class.

ASSIGNMENT DUE: April 15th

ASSIGNMENT SUMMARY:

Assignment	Due Date
Mid-term exam	March 15 th
The Leadership Experience Reflection	April 8 th
Identity Paper	April 15 th

GRADING RUBRIC:

Each written assignment will be graded using the following rubric:

- 25% of the grade - appropriate use of APA writing format (cover page, font, double-spaced, running head, works cited, internal citations, etc.) **There is an example of an APA style paper on page 306 of your APA manual. Please use this example to guide you in your writing!**
- 25% of the grade - writing structure, spelling, and grammar
- 50% of the grade - content of the paper

FINAL GRADE DISTRIBUTION:

At the end of the semester, the number of points you have accumulated for all the assignments will determine your final grade. According to the *Focus on the Family Institute Catalog*, the following distribution will be used in calculating your final course grade. A equals 94-100; A- equals 90-93; B+ equals 88-89; B equals 84-87; B- equals 80-83; C+ equals 78-79; C equals 74-77; C- equals 70-73; D equals 60-69; and F equals 0-59.

LESSON PLAN AND READING DIRECTORY:

Lesson 1- **Thursday, January 28th**

IDENTITY IN CHRIST

Reading: *Search for Significance* pgs. 1-151

CREDITED PAGES: 144

Lesson 2- **Thursday, February 4th** - Open Forum

ORIGINS OF GENDER IDENTITY - ROLES IN THE HOME

Reading: Genesis 1-3; *Recovering biblical manhood & womanhood* pgs. 31-59; 95-112; 225-232; *Genesis in space and time* pgs. 13-52; 85-101

CREDITED PAGES: 112

Lesson 3- **Thursday, February 11th**

CHARACTER – LEADERSHIP ISSUE: PERSONAL CHARACTER

Reading: *In the name of Jesus* pgs 9-101 (credit- 66 pgs)

CREDITED PAGES: 66

Lesson 4- **Wednesday, February 17th** - Open Forum

ETHICS – LEADERSHIP ISSUE: PERSONAL ETHICS

Reading: *Ethics: Approaching moral decisions* pgs 11-82 & 131-141 (credit- 81 pgs); *Leading Change*; pgs 3-53 (credit 50 pgs).

CREDITED PAGES: 127

Lesson 5- **Tuesday, February 23rd**

COMMUNITY – LEADERSHIP

GUEST SPEAKER: ERIC PILLMORE

Reading: Various readings as assigned by Mr. Pillmore. (Each group will be given a packet with specific character profile reading material. Everyone in the group will need to read their assigned individual's material.)

CREDITED PAGES: 50

Lesson 6- **Wednesday, March 3rd**

RELATIONSHIPS: SUBMISSION & RESPONSIBILITY

ROLES IN THE HOME

Reading: *Recovering biblical manhood & womanhood* pgs. 60 – 92.

CREDITED PAGES: 32

Lesson 7- **Wednesday, March 10th** - Open Forum

COMPLEMENTARY: LEADERSHIP IN THE CHURCH

ROLES IN THE CHURCH

Reading: 1 Corinthians 11-15; 1 Tim 2-3; *Recovering biblical manhood & womanhood* – Chapters will be assigned for Quest Team presentations.

CREDITED PAGES: 120

Mid-Term Distributed: March 10th

Assignment Due: March 15th

Lesson 8- **Thursday, March 18th**

ADDICTIONS – EATING DISORDERS & PORNOGRAPGY

Reading: 125 pages (your choice) from *Hope, help, and healing for eating disorders; When good men are tempted; Every man's battle*, and/or *Beyond appearances*.

CREDITED PAGES: 125

Lesson 9 – **Thursday, April 1st** - Open Forum

EXTREMES – RESPONDING TO FEMINISM & HYPER-MASCULINITY

Reading: *Bringing up boys* pgs. 161-180; *Feminism: mystique or mistake* pgs. 3-38; *Recovering biblical manhood & womanhood* pgs. 394-399; & 50 pages of your choice from the *Feminine Mystique*.

CREDITED PAGES: 111

Lesson 10 – **Thursday, April 8th** - Open Forum

ORIENTATION – GAY, LESBIAN, BISEXUAL, & TRANSGENDER

GUEST SPEAKERS: MIKE HALEY AND MELISSA FRYREAR

Reading: *Bringing Up Boys* pgs. 113-129. **Listen** to Joe Dallas's "Answering Pro-Gay Theology" – a credit of 20 pages. **Your choice** of 80 pages from *101 Frequently Asked Questions*, and/or *Desires in Conflict*.

CREDITED PAGES: 116

ASSIGNMENT DUE: The Leadership Experience Reflection

Lesson 11- **Thursday, April 15th** - Open Forum

ESSENTIALS – ESSENTIALS OF LEADERSHIP

Reading: *The way of the shepherd* pgs 9-114

CREDITED PAGES: 105

ASSIGNMENT DUE: Identity paper

Lesson 12- **Thursday, April 22nd**

PYRO – THE LEADERSHIP CHALLENGE

Reading: *Christian reflections on the leadership challenge* pgs. 1-126

CREDITED PAGES: 126