



**Course Syllabus**  
**WYB2802H – Women in the New Testament**  
**Wycliffe College**  
**Toronto School of Theology**  
**Summer 2024**

---

### ***Instructor Information***

---

Instructor: Jamie Davies, PhD, Adjunct Professor  
Office Location: Trinity College, Bristol (UK)  
Telephone: Office – (416) 978-0000  
E-mail: [jamie.davies@trinitycollegebristol.ac.uk](mailto:jamie.davies@trinitycollegebristol.ac.uk)  
Office Hours: by appointment

---

### ***Course Identification***

---

Course Number: WYB2802H  
Course Format: *Dual Delivery*  
Course Name: Women in the New Testament  
Course Location: Room Number, Building  
Class Times: Monday–Friday 9:00am – 3:00pm  
Prerequisites: none

---

### ***Course Description***

---

The New Testament is often read as offering a restricted vision for women's leadership in the church. This course exposes some of the errors and misunderstandings that have led to that conclusion and considers exegetical arguments in favor of a New Testament vision for the full inclusion of women. Part One of the course looks closely at the New Testament's narrative portraits of women in the early church, beginning with the gospels' depictions of Jesus' forerunners (Anna, Elizabeth) and disciples (Joanna, Salome, and Mary Magdalene) before moving to the Acts of the Apostles and its account of Paul's female coworkers (Lydia, Priscilla, and Phoebe). Part Two then turns to Paul's letters themselves, looking at some of the named women of Romans 16 before turning to well-known 'problem passages' such as 1 Corinthians 11, 1 Timothy 2, and Ephesians 5, considering how a close study of these texts in their social, historical, and theological context, with the benefit of recent scholarship, can shed much-needed light on Paul's understanding of women's roles in the churches.

## Course Resources

---

**Bibliography** (items marked with \* are for the book review assignment)

**Required Text (to be read before class)**

Huyen, Susan. *Finding Phoebe: What New Testament Women Were Really Like* (Eerdmans, 2023)

**More accessible books**

Barr, Beth Allison *The Making of Biblical Womanhood: How the Subjugation of Women Became Gospel Truth* (Brazos, 2021)

Beers, Holly. *A Week in the Life of a Greco-Roman Woman* (IVP, 2019)

Gaventa, Beverly. *When in Romans: An Invitation to Linger with the Gospel According to Paul* (Baker, 2016)

Gooder, Paula. *Phoebe: A Story* (Hodder & Stoughton, 2019)

Gooder, Paula. *Lydia: A Story* (Hodder & Stoughton, 2023)

\*Lee, Dorothy. *The Ministry of Women in the New Testament: Reclaiming the Biblical Vision for Church Leadership* (Baker Academic, 2021)

Peppiatt, Lucy. *Unveiling Paul's Women: Making Sense of 1 Corinthians 11:2-16* (Cascade, 2018)

Peppiatt, Lucy. *Recovering Scripture's Vision for Women* (IVP, 2019)

Witherington, Ben. *Priscilla: The Life of an Early Christian* (IVP, 2019) [also an audiobook]

**More technical books and articles**

Bauckham, Richard. *Gospel Women: Studies of the Named Women in the Gospels* (Eerdmans, 2002)

Beck, James and Craig Blomberg, eds. *Two Views on Women in Ministry* (Zondervan, 2005)

Belleville, Linda. "Exegetical Fallacies in Interpreting 1 Timothy 2:11–15: Evaluating the text with contextual, lexical, grammatical, and cultural information"

Brooten, Bernadette J. *Women Leaders in the Ancient Synagogue: Inscriptional Evidence and Background Issues* (*Brown Judaic Studies* 36) (Brown University, 1982)

Cohick, Lynn H. *Women in the World of the Earliest Christians: Illuminating Ancient Ways of Life*. (Grand Rapids: Baker Academic, 2009)

Ehrensperger, Kathy. *That We May Be Mutually Encouraged: Feminism and the New Perspective in Pauline Studies*. (New York: T&T Clark, 2004)

\*Epp, Eldon. *Junia: The First Woman Apostle* (Fortress, 2005)

Gaventa, Beverly. *Our Mother Saint Paul* (WJK, 2007)

\*Glahn, Sandra. *Nobody's Mother: Artemis of the Ephesians in Antiquity and the New Testament* (IVP, 2023)

\*Grudem, Wayne. *Evangelical Feminism and Biblical Truth: An Analysis of More Than One Hundred Disputed Questions* (Crossway, 2012)

Huyen, Susan. *Women in the New Testament World* (OUP, 2018)

Huyen, Susan. "Public and Private Space and Action in the Early Roman Period" *New Testament Studies* 66 (2020), 534–553.

King, F. J. and D. A. Lee. "Lost in Translation: Rethinking Words about Women in 1–2 Timothy" *Scottish Journal of Theology* 74.1 (2021), 52–66.

\*Köstenberger, Andreas J. and Tom Schreiner. *Women in the Church: An Interpretation and Application of 1 Timothy 2:9–15* (3<sup>rd</sup> Edition) (Crossway, 2016) [1<sup>st</sup> ed. 1995; 2<sup>nd</sup> ed. 2005]

Köstenberger, Andreas J. and Margaret Elizabeth J. Köstenberger, *God's Design for Man and Woman: A Biblical-Theological Survey* (2014)

\*Lee-Barnewall, Michelle. *Neither Complementarian nor Egalitarian* (Baker Academic, 2016).

Lin, Yii-Jan "Junia: An Apostle before Paul" *Journal of Biblical Literature* 139 (1), 191-209, 2020

- Osiek, Carolyn. "Diakonos and Prostasis: Women's Patronage in Early Christianity," *HTS* 61.1-2 (2005): 347-370.
- Osiek, Carolyn and Margaret MacDonald (with Janet Tulloch), *A Woman's Place: House Churches in Earliest Christianity* (Fortress, 2000)
- \*Peeler, Amy. *Women and the Gender of God* (Eerdmans, 2022)
- Peters, Janelle. "Slavery and the Gendered Construction of Worship Veils in 1 Corinthians" *Biblica* 101.3 (2020): 431-443.
- Pierce, Ronald, Cynthia Westfall and Christa McKirland, eds. *Discovering Biblical Equality: Biblical, Theological, Cultural & Pastoral Perspectives* (3<sup>rd</sup> edition) (IVP, 2021)
- Piper, John and Wayne Grudem. *Recovering Biblical Manhood and Womanhood: A Response to Evangelical Feminism (Revised Edition)* (Crossway, 2021)
- Schüssler Fiorenza, E. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins* (SCM, 1983)
- Schrader, Elizabeth and Joan Taylor, "The Meaning of 'Magdalene': A Review of Literary Evidence," *Journal of Biblical Literature*, 140.4 (2021), 751-73.
- Taylor, Joan. "Missing Magdala and the name of Mary 'Magdalene'" *Palestine Exploration Quarterly* 146.3 (2014): 205-223.
- Westfall, Cynthia L. "The Meaning of *Authenteō* in 1 Timothy 2.12," *JGRChJ* 10 (2014): 138-173.
- \*Westfall, Cynthia L. *Paul and Gender: Reclaiming the Apostle's Vision for Men and Women in Christ* (Baker, 2016)
- Wilson, Brittany. *Unmanly Men: Reconfigurations of Masculinity in Luke-Acts* (OUP, 2015)

### Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should contact the registrar's office for further help.

### Course Learning Objectives/Outcomes

---

Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

#### (A) IN RESPECT OF GENERAL ACADEMIC SKILLS

Students will demonstrate the ability to do close analytical reading of texts in their historical contexts, form arguments about their interpretation, and critically appraise alternatives. Students will demonstrate the ability to engage in respectful classroom dialogue. This will be assessed through the final paper and book review tasks, and classroom participation.

#### (B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES

Students will demonstrate competency in the discipline of New Testament studies through close readings of canonical texts in their historical context, as well as drawing constructive connections to systematic theology and pastoral theology. This will be assessed through the book review and final paper tasks.

### (C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

Students will be able to reflect on their own personal and spiritual formation in relation to this question, comparing and contrasting these charitably with those whose positions and experiences are different to their own. This will be assessed through the learning journal task and classroom participation.

### (D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

Students will formulate an understanding of the implications of how these texts are interpreted in relation to the debate about the role of women in contemporary church ministry. This will be assessed through the learning journal and book review tasks.

## **Evaluation**

---

### **Requirements**

The final grade for the course will be based on evaluations in three areas:

- (1) *Participation (10%) – In addition to attendance and participation in the regular activity of the class, including the reading of the required texts, students are expected to engage in discussion activities*
- (2) *Learning Journal (25%) – At the end of each day of class, students should write a short (1 page) reflection on the day's material. Precise content is up to the student, but it is recommended that the reflection include several of the following elements: major points of learning; theological reflection on the issues raised; areas of disagreement (with lecturer or with peers); personal impact of the New Testament texts, secondary sources, or taught material. In addition to this reflection, each entry should identify at least one remaining question and/or area for further investigation.*
- (3) *Book Review (25%) – select one of the items in the bibliography marked with an asterisk and write a 1,250-word book review. The review should first summarize the content and argument of the book, taking account of its intended aims and readership, before offering a critical appraisal of strengths and weaknesses.*
- (4) *Final paper (40%) – students will write an exegesis paper of no more than 2,500 words on any passage of the New Testament that addresses the role of women in the church. Whatever position it takes on what the passage says about the role of women, it should demonstrate critical awareness of and engagement with alternative readings. The chosen text can be one of the passages discussed in the lectures, or another one. If in doubt, check with the course leader.*

### **Grading System - Basic Degree Students**

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

## Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

## Policies

---

**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

**Use of AI.** Students are not to submit work generated by AI chatbots such as ChatGPT. If students are found to have done so, they will receive a mark of ‘zero’ for the assignment concerned.

**Recording Policy.** Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

If a course is to be recorded (either by a student or the instructor), the following guidelines apply:

- Students must be given notice that lectures or a lecture will be recorded, preferably well before the recorded class. Consent forms are available from the Registrar’s office.
- Students must be given the option to opt out of recorded classes without penalty. Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice – if, for example, participation is a required component of the course, students will be given another option to earn participation credit that will not be recorded.

Students creating unauthorized audio and/or video recording of lectures violate an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email

account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## **Course Schedule**

---

### **Day 1**

*Monday, Jun 10<sup>th</sup>*

Course introduction  
The Gospel of Luke: female forerunners (Elizabeth and Anna)  
The Gospel of Luke: women as disciples and witnesses  
The Gospel of John: Mary Magdalene  
Discussion

### **Day 2**

*Tuesday, Jun 11<sup>th</sup>*

Historical context: first-century house churches  
Acts of the Apostles: the women of Pentecost  
Acts of the Apostles: Paul's female coworkers (Lydia and Priscilla)  
Pauline epistles: Paul's female coworkers in Romans 16 (Phoebe and Junia)  
Discussion

### **Day 3**

*Wednesday, Jun 12<sup>th</sup>*

Theological context: creation, fall, and gender  
Pauline epistles: 1 Corinthians 11  
Pauline epistles: 1 Corinthians 14  
Discussion

### **Day 4**

*Thursday, Jun 13<sup>th</sup>*

Historical context: Ephesus and the cult of Artemis  
Pastoral epistles: 1 Timothy 2  
Pastoral epistles: Titus 2  
Discussion

### **Day 5**

*Friday, Jun 14<sup>th</sup>*

Historical context: gender in Aristotle's *Politics*  
The 'Household Codes': (Colossians 3, Ephesians 5, 1 Peter 3)  
Theological context: Paul's Christological ethics (1 Corinthians 7; Galatians 3.28)  
Closing discussion