

SOCI 4430**Christianity and Sexuality in the United States**

Class: Teams, TuTh 11-12:15

email: dawne.moon@marquette.edu

Office Hours: By appointment (please sign up on Teams calendar, listing me as a required attendee); please email me the day before to let me know which platform you'd like to use (Teams, FaceTime, Zoom, phone, etc).

The relationship between Christianity and sexuality is far more complicated than people tend to think. The course begins by introducing concepts for thinking about these categories critically. We will explore the concept of social construction and the very recent historical development of the very concept of sexuality. We will also explore various intersections between that construct and American Christianity. Although we will discuss some theological questions, this is primarily a sociology class, in which we will take critical distance to observe and make sense of what others think, say and do, rather than solidifying our own normative judgments. Still, in the course of this exploration, you will develop your own understandings of Christianity, sexuality, and what they say to each other. The purpose of this class is not to give you a list of facts, but to help you to find your own voice and develop your own understanding.

As students, you will learn as much from each other as from me. We will focus on how to take in new information, evaluate it, and use it to evaluate what you already think and know, to see how it looks in a new light. We will examine gender from numerous perspectives and apply scholarly concepts to everyday, gendered situations in order to understand them better. In the process, you will learn to give and take constructive feedback. In the end, you'll produce as a class an online resource to teach others about gender and its intersections with other vectors of identity, difference, and inequality, and you will share a reflection on how one or more class concepts help you better to understand a situation or dynamic in your own life.

In Spring 2021, this class will take place online, but none of us will just "phone it in." For each session, I will provide you with a brief recorded background lecture on video (to introduce foundational concepts and essential background for earlier readings) or a brief study guide readings (and occasionally videos), and a prompt for posting reflections or discussion questions, from which the class will determine what we will discuss when we meet in Teams. (These discussion questions will also be evaluated, so that you can get into the habit of posing thoughtful and fruitful discussion questions.) In addition, as a class you will divide up the work of creating an internal reference guide in the form of a class wiki. That way when we meet on Teams, each student will be ready to articulate your questions and responses to the readings, rather than needing me to summarize them for you, and we can have a challenging, energizing, rewarding conversation at our assigned class time.

Learning Objectives:

- Primarily using the case of US Christianity, you will learn to think analytically about both religion and sexuality. This includes identifying key concepts from our readings, applying them to other cases, and asking questions that prompt further thought and new ideas.
- You will learn to think intersectionally and historically about religion, sexuality, gender, race, and ethnicity, expanding your concepts beyond current conventions.
- You will be able to apply some of the main concepts from our readings to a topic that is personally compelling to you and teach an audience of your peers about the concepts and your topic.

Texts:

- The main readings (including Douglas's book) are available on D2L under Content.
- I have not ordered it, but you may wish to buy online a used copy of Kelly Brown Douglas's *Sexuality and the Black Church*, which we will discuss from Feb 14-21.
- Some online readings or videos are available on our class's D2L site under Links.
- You will need to read outside materials pertaining to your class project, and you may discuss those readings in class as they become relevant.

Requirements:

Grading will be based on participation (30%), the class wiki (30%), and two essays for our class book (Explanatory Essay [20%], Reflection Essay [10%], Helping others with their essays [5%], and helping format and organize the book [5%]).

I. Participation (30% of the total grade for the class)

DISCUSSIONS ON D2L AND ON TEAMS

We all learn by discussing, so discussion is a crucial part of this class. That said, circumstances may make some modes of discussion harder for some people than usual from week to week. Discussions will consist of (a) your D2L Discussion threads, (b) your responses to others' threads on D2L, and (c) further discussion of these topics in our Teams meetings. You may also respond further to our discussion prompts after class. I will not deduct points for absence from Teams classes, but I expect you to participate as fully as you are able. If you become sick, have technological problems, or otherwise cannot make it to a Teams meeting, you can participate, as you are able, with your reflections, questions, and responses on D2L. (Also, if you become very ill, please feel free to contact me so we can make a suitable arrangement for you, if need be). I will give a grade each week for participation based on the rubric in D2L.

Here's how it will work:

- By 9 pm on the day before each scheduled meeting (9 pm Monday and 9pm Wednesday), you will begin a discussion thread with one-two paragraphs (3-6 sentences total), containing thoughts and a question that will prompt others to engage thoughtfully with the readings and concepts. You must begin your own thread before you will be able to see others'.
- By 10:30am on the day of class (Tuesday and Thursday), please vote on which threads you would like to discuss further on Teams. An up vote only means you want to discuss it, it is not an evaluation of the question itself. That is how we will structure our class discussion. For the Teams meeting, please be sure you have a version of the readings that you can see as we discuss. I know that printing costs money, but having a print copy of a reading, and underlining and making notes as you read, will help you to understand it better than reading from a screen. If you must read from a screen, however, you need to use a pdf editor like Adobe Reader. Whether you're reading from paper or a screen, be sure to underline and label where the author makes various parts of their argument, important claims, passages that give you trouble, definitions of key concepts, or things you'll want to remember.
- You may post further thoughts or reflections on D2L after our Teams discussion.
- I will grade Discussion posts in D2L once each week, on Fridays. If you have been sick and post a response or reflection to an earlier week, please let me know so I can be sure to read it and give you credit for it.

Informational questions:

Being able to figure out what you don't know, put your question into words, and then actually asking that question to someone else is a crucial life skill. Literally no one knows everything, so asking questions is a show of strength (the courage to be vulnerable), not weakness. This class is designed to be challenging, and some of our readings and concepts may be difficult for you. That is how we learn. You should, please, absolutely feel free to ask me questions for clarification in Comments in the Wiki, over email, in a one-on-one meeting, or in a Teams discussion. Letting me know you have these questions before our class meeting will help me to prepare and give you the most succinct and thoughtful answer, but I'm happy to answer questions off the cuff as well. These questions are why I am here and asking them helps me to know what I need to tell you so that you can get the most out of this class. Asking informational questions is a form of participation.

Discussion questions:

Unlike informational questions, discussion questions are meant to show people where you're coming from as you approach the class materials and to express curiosity about others' perspectives on what you find striking, interesting, puzzling, or challenging. Discussion questions help us to think more deeply and critically about what we're learning about.

A thoughtful discussion thread will consist of about 3-8 sentences, including (in any order that makes sense):

- a. Reference to the specific point in the materials that prompts you to ask the question ("On p. X the author states...," or "In the video X said Y," or "The author uses [a particular term] to refer to [how they define it]."),
- b. A brief exploration of the concept at hand, to show your line of thought. "This passage was confusing because I wasn't sure what they meant by... Do they mean X, or do they mean Y, or something else?" "I wonder if this applies to another situation, for instance, [then provide details of another specific situation, as in "Collins talks about controlling images of Black women, but I'm curious about the experience of being an Asian man, where... often happens"]"
- c. A thought question. Possible thought questions might be structured as:
 - 1) "What does ___ mean?" [*continued on next page*]
 - 2) "What are some examples of...?"
 - 3) "How do we compare or contrast ___ to ___?"
 - 4) "How do we reconcile [this claim from the readings] with [this point we discussed earlier]?"
 - 5) "How would this apply to [this situation or time]?"

You may pose a question and then give one possible answer, or you may reflect on a point in the readings that makes you think or gives you trouble, and then conclude with a question for others.

Here are some examples of forms discussion threads may take

- On p. X the author says, "___." I'm not sure what they meant by that. Do they mean ___, or might they mean ___?
- On p. X, the author introduces the concept of ___ to explain X situation. I wonder if that concept can help us to understand other situations. For instance, ___. What are some other examples where we see this concept at work? Are they completely the same, or how might your example be different in some ways from the author's?
- On p. X the author states ___, but in a previous reading, [a different author] said ___. How can we reconcile these two views? Could it be that...?

The most productive discussion threads will be easy for others to understand (written clearly), so they can spend their time thinking about the substance of it rather than trying to decode what you mean.

Your post may convey emotions—emotions are actually part of knowing!—and you should do your best to convey your emotions without disrespecting or attacking others or attributing ideas or motivations to them that they have not expressed. Focusing on using “I-terms” can help us to keep from accusing other people of things not in evidence, and to keep the conversation focused on specifics.

Each week’s discussion and response posts will be graded on Fridays. Initial threads will be rated on a four-point scale as to whether they 1. Situate the question within specific reference to the reading, such as a quote or anecdote; 2. pose a question that can sustain a variety of different perspectives, rather than a simple answer; 3. reflect on the reading, concept, or question to allow others to see their classmate’s train of thought; and 4. are written clearly, succinctly, and show respect for others.

Responses:

I also encourage you to respond to at least one discussion question each week, which will allow you to deepen our class conversations (and earn extra points toward participation). An excellent response is respectful, refers back to the original post (is clearly relevant), goes beyond simple agreement or disagreement to develop the idea further, perhaps with a different example or a different perspective. Specific evidence from the text may be helpful if you disagree with a person’s understanding of it. Excellent responses will earn a total of 2 points for the week; responses that are lacking in one or more aspect will earn 1 point. Your score for responses will be an average of all of your responses, so you’ll be much better off posting one carefully constructed response than a bunch of weak ones.

In addition to providing an example or trying to do whatever the discussion thread asked you to do, other examples of good response formats might be:

- This helped me see things differently because I was thinking...
- I disagree with the premise of your question because I actually think the author meant something different. On p. X they say..., which I took to mean...
- Thanks for saying it that way. I have experienced... and your reflection helped me to see...

Productive Disagreement

It is entirely to be expected that we may disagree with each other or the readings, because we all have different perspectives and experiences. Disagreement is important to learning, when done the right way. It is up to every student to voice dissenting views, confusion, and reservations, AND to be gracious, polite, and kind to all other students in the class (and me, please!). Here are some helpful tips for productive discussions:

- Think of your mind as being more like a museum than a stone you need to make perfectly smooth. Often, the way our educational system works is to apply more and more “correct answers” onto the surface of your mind, until you have a perfectly smooth, shiny ball with all the correct answers. This is not actually how our minds are made to work, and it does not prepare us for lifelong curiosity and learning. Our minds are more like a museum. Old things are on display there, but new things may come in at any time. It is the curator’s job to think about where the new thing could go in relation to the old things. Sometimes, hanging the new thing by an old thing makes the old thing look different in an interesting way. Sometimes, putting them together causes the curator to rearrange the whole museum to tell a different story with the same materials. Sometimes the old thing simply looks old and outdated, and gets put out in the

alley with the trash. Sometimes, the new thing just looks like a cheesy new fad, and goes right back out to where it came from, and restores our appreciation for the old thing. One thing a good museum curator does not generally say: “Our collection has been perfect since 1905 and nothing will change.” Those museums don’t generally hold a lot of people’s interest for a long time. Similarly, going through life thinking, “I know everything I need to know and nothing else will enter my mind” is not a way to engage life to the fullest.

- We learn best in relationship, meaning that we treat others as people to learn from. Be curious about other people’s experiences and perspectives, ask questions to find out where they’re coming from, particularly if what they’re saying seems wrong to you, doesn’t match your own perspective or experience. Understanding where they’re coming from doesn’t automatically change your mind, but it can help you to see to the root of your differences and appreciate them.
- That said, sexism, racism, homophobia, biphobia, transphobia, economic privilege, religious oppression, and other power dynamics can make particular lines of conversation more toxic for some people than others. If a perspective feels threatening or triggering to you, I hope you will feel free to express your perspective on that dynamic as well, or if that feels like too much, talk to me one-on-one about it. I will try, and you may as well, to use the “OTFD” approach if the conversation takes that turn: Observe what is going on, Think about where it might be coming from, express how it makes you Feel, and Declare what you need or want for the future of the discussion that will make it less triggering or oppressive and more productive for everyone.
- Use “I” terms (like “I see it differently...” or “I read it this way...”)
- Think in terms of “and” rather than “but.” We are all looking at things from different perspectives, so our goal is to get a fuller picture of what and using specifics from the readings or specific outside examples Failing to do either may compromise your grade, as well as everyone’s learning experience.

Absences

Life during COVID-19 might mean that you will have to miss a couple of weeks of class, so I will not drop you if I know you want to stay in the class. If you are having problems or expect to be absent, I appreciate being informed, and I am willing to come to a reasonable accommodation. If you have a financial or family emergency, have been exposed to COVID-19, or are sick with anything else, please let me know what’s going on, and I’ll help you however I can.

2. Class Wiki on our Teams site (30%)

As part of our daily conversation, the class will develop your own wiki, a private (just for this class) online reference guide to course’s concepts and the arguments put forth by each reading. This reference guide will be something you can refer to as you develop your final projects, and it will help you each to recognize and define key concepts, gain a solid understanding of the readings’ arguments, and develop your questions. The class will be divided into groups 1, 2, and 3, and these groups will rotate the three major components of composing the wiki: Definitions (D), Analysis/Tracing the Argument (A), Revisions (R). As a group, you’ll have to organize yourselves to divide the labor fairly and work together efficiently; you will also want to develop a contingency plan for what to do if a reading turns out to be longer than you expected or if someone gets sick and can’t complete their assigned task. In addition, every student will be responsible for developing and posting at least one discussion questions per week, and posting it before our class discussion under Questions & Responses.

Definitions (D): By 9 pm on the night before class, the group responsible for defining terms will locate and draft definitions for key terms from the readings. These terms may be defined in the reading and be central to the author’s or authors’ point, or may simply be new terms that need to be looked up in a dictionary in order to understand the author’s point. If you use a definition provided by

the author, please include a page reference, and quotation marks where appropriate. If you use a dictionary, please provide the source.

Analysis/Tracing the Argument (A): By 9 pm on the night before class, the group responsible for tracing the argument will create a section of the same page with the definitions, and spell out the author/s' argument. What is their point or what are their points, and what evidence do they use to support this point or these points? Use page numbers, and quotation marks or block quotes where appropriate. The goal is to provide the information that you'll need at the end of the term (or beyond), when the reading is less fresh in your mind. Do not be afraid to get it wrong! It is part of the learning process. Do not be afraid to correct it or update parts of the wiki, even if others wrote them! That is also part of the learning process.

Revising the Entry (R): By 9 pm on the day after class, the group responsible for revising the entry will polish the entry into something the whole class can use—fixing grammar, updating concepts and arguments based on our discussions, adding new information that came out of discussions, consolidating definitions and removing redundancies. Do not be afraid to correct it or update it! That will make it a far more useful resource.

Other tasks not separated by group:

Working together: Anywhere you go in life—jobs, commerce, community groups, religious groups, families, friends—people need to work together and communicate clearly and mindfully, and this class is no different. To earn the full number of points for participation in creating the wiki, you will need to carry your weight in your group—volunteer for a portion of the work, do what you say you will do, and help others in the class, communicate when you need help. If someone in your group seems to be taking a “free ride” and not doing their fair share, it is up to you to let me know. That said, we all need to be patient and gracious to each other during this difficult time. Your group should devise a contingency plan in case someone falls ill, or for any other reason can't do their wiki assignment on time, so that the group gets it done.

Informational questions: It's not always easy to distinguish between an informational question and a discussion question, but some questions are clearly just questions for the professor. The Wiki will be a great place for you to make a note of any questions you have about a difficult concept or passage, or just “What does this mean?” kinds of questions. You may also email me those questions or just ask them when we meet on Teams as well.

Improving the wiki: As we develop this tool, you may find ways that the wiki could work better, for instance, by being more helpful or clear. Do not keep this to yourself! Raise these concerns, and make it known that something needs to happen to make the wiki better. Someone who is behind in contributing to the wiki might need a job to do!

Grading: Your responsibility for the wiki is responsibility to each other. At midterm time, students will evaluate each other's contributions to determine the wiki grade, so be conscientious and respectful! The only way to fail at this assignment is failing to contribute to it. Because the purpose is to learn, and we learn by having the courage to be wrong, you will not be downgraded in the class wiki for misunderstanding the concepts. You will discuss and revise them as a group, and then you'll develop a stronger understanding. No one is expected to come to this class knowing the materials already. Credit will be granted for an exceptional effort, as well as for clear explanations and well-phrased questions about the reading's meaning.

3. Class Book (40%)

This project is intended to inspire you to think more deeply about a concept or the interaction among concepts we've been discussing and explain it to people who haven't taken this class. Share your passion for feminism or Gender Studies with those who don't know much about it, or just show how

these concepts can help everyone. I hope you'll find it fun and rewarding. Note: For the purposes of publishing our final book, if we decide to, you may publish your essays anonymously or under a pseudonym (false name). For class however, we will be working together on revising and organizing the essays into a book.

Each student will contribute to our class book with an Explanatory Essay (20%) and a Personal Reflection (10%). You will get credit for your work in revising each other's entries (5%), and helping to arrange and format the book for an online audience (5%).

The Explanatory Essay (20 points, approximately 5-6 pages [1200-1500]) words, due to your peers April 14, to be workshopped in class on April 15) will be on a topic of your choice related to this course. You may write about a situation and explain how a concept or concepts from this class help us to understand it, or you may start with a concept or concepts and use an example to illustrate what it means. Want to write your explanatory essay a different way? Let's talk about it in a one-on-one meeting or over email! (A 1-paragraph proposal will be due April 1, so I can know what you're writing about and assign you to workshop groups.)

As a class, we will discuss what concepts need to be covered and we will discuss the plan for our book during our Teams meeting and in a D2L Discussion thread during midterm week. You may meet with me to one-on-one or over email to talk about what you might want to write about, and then mention it in the class discussion. Or you may wait until the class develops a list of topics and choose one of those. To share different perspectives, more than one person may write on major concepts from the class, but we may want to talk about how to make each of your essays distinctive so that our book isn't repetitive.

In your Explanatory Essay, you'll draw from at least two class readings (ideally putting them into conversation with each other) to define and explain a concept for an audience of your peers who have not taken this class (for instance, intersectionality, colonialism, purity culture, the binary conception of sex/gender, false dichotomies, docility, sexual discourse of resistance, the connections between history and the present...), and possibly provide an example to illustrate it. You may wish to focus on how a concept relates to a particular institutional setting, such as a religious organization, or a specific situation. It can have to do with intersectionality, colonialism, Catholics, Protestants, or another religion, the US or another country, gays/lesbians, bisexuals, asexuals, queerness, heterosexuals or heterosexuality, women, men, nonbinary people, intersex, trans or cis people, relations between racial or ethnic groups or within a group, the creation of categories, marriage, dating, sexual violence, health, law, workplaces, science, or pedagogy—in day-to-day life or in extreme or remarkable situations. You may find it helpful to start by writing a paragraph about what you're interested in, to give yourself guidelines for your essay.

The Reflection Essay (10 points, approximately 500-700 words, Due April 21, Workshop April 22) will explore how one of our class concepts helps you to understand something specific to your own experience or that of someone close to you, or helps you (or others) better to understand your position amidst social hierarchies (a-ha! moments). It will provide another way of teaching our audience about what these concepts mean and how they help us to understand how the social world works, while conveying the depth at which the social dynamics they illuminate shape our lives. This is a great place for poetic, vivid descriptions of situations and feelings.

Each essay will be workshopped collectively and revised for clarity and strength. We will also think about the overall presentation and organization of the book, to make it something that will actually be informative and interesting for other people to read—think about showing it to your friends, family, or future employers. You will get credit (10 points) for contributing meaningfully to others' revision process and to the overall presentation of the book.

Here is a summary of the grading criteria for each:

Explanatory Essay (20 points)

Concept is clearly correctly and clearly defined and essay makes importance clear; cited authors' differences and similarities are clearly laid out (0-4)

Explanation (Example, Analogy, or Explanation) is illuminating and makes unmistakable to anyone why it is important (0-4)

Clarity: Writing is easy to follow and allows ideas to come through unimpeded (0-4)

Organization: Essay is clearly organized and presents a logical flow (0-4)

Attribution: All cited/quoted sources have links or correct bibliographic information (0-4)

Reflection Essay (10 Points)

Message: Does the essay clearly convey what the student is trying to say? (0-2)

Connection: Does the author make a connection with the audience with vivid and clear description of the situation? (0-2)

Conceptual Foundation: Are concepts explained correctly and illustrated clearly? (0-2)

Clarity: Does essay flow easily to the reader? (0-2)

Attribution: Are sources cited or linked to correctly? (0-2)

Due Dates:

NOTE: You may confer with me ANT ANY POINT for guidance (email or office hours).

- **Personal Introduction (By February 12):** Meet with me one on one over Teams (or another video conferencing platform) during the first three weeks of the semester to introduce yourself, let me know of any questions or concerns you have, and let me know what you're interested in learning about and what brings you to this class.
- **Explanatory Essay:** 1-paragraph proposal due April 1. Complete essay to your workshop group by April 14, to be workshopped April 15
- **Reflection Essay:** To your editing group by April 21, to be workshopped April 22

ACADEMIC HONESTY POLICY

If you are unclear about whether something would be considered plagiarism, please ask me before you do it. Plagiarism (including taking material off of the internet and submitting it as your own), and other forms of academic misconduct are severe offenses and will be penalized according to Marquette's policy on academic honesty, which can be found online at:

<http://www.marquette.edu/academics/regulations/acaddishonesty.html> . At the very least, plagiarism and other forms of cheating will result in an F for the assignment (without the opportunity to make it up) and a report to your Dean of Students and the Chair of SOCS.

USE OF THE INTERNET

By developing our own class wiki and book, my hope is that you will become more savvy about the information available on the Internet. Please note that you will be expected to display an understanding only of materials that we have covered in our readings and/or discussions—intelligent, critical, and properly attributed use of the Internet is allowed, but is not required. Please keep in mind that the Internet is full of misinformation that, if used uncritically, may hurt your performance in this course. You may refer (with link or citation) to something you find on the Internet in a wiki entry or your final project in order to illustrate an issue you wish to analyze, but please DO NOT rely on it to do your analysis for you. The analysis should emerge from your own

thought process, in engagement with the readings and class discussions (and if you choose, with me during office hours or via email).

IF YOU CANNOT MAKE IT TO A TEAMS MEETING

While it will be helpful for you to attend every Teams meeting, I understand that sickness, connectivity problems, and many other things may make it impossible. If you must be absent, first please let me know as close to the day as you can. You may make up the class by watching the Teams video and posting a 1- to 2-page (250-350 words) reflection essay, based on the Context Video, the Readings, and the Teams discussion, to the D2L Discussions for that week. Normally, this reflection would be due by the Friday of the week when you missed, but if you are sick for an extended period of time, we can come to a workable arrangement. Please let me know when you have posted it, so I can go find it and grade it.

The reflection may pose and think through questions you have about the concepts or readings, an example of the phenomenon the class talked about, a comparison to a past reading, a response to another student's discussion question, or whatever else the class inspires you to write about. I will comment on your reflection and assign make-up credit for the class.

ASSIGNMENTS:

<p>WEEK 1 26 January</p>	<p>Introduction: Rethinking Sex, Gender and Nature Before we meet, please do the following:</p> <ol style="list-style-type: none"> 1. Review the syllabus 2. Watch my Welcome Video 3. Be prepared to talk about what interests you in this class 4. Be prepared to talk about what ground rules you like to have in place for online class discussions (written on D2L and in Teams class meetings) <p>You will also meet in breakout groups with your Wiki groups (1, 2, and 3) to get organized.</p>
<p>28 January</p>	<p>GETTING ORGANIZED Before we meet, please do the following:</p> <ol style="list-style-type: none"> 1. READ syllabus 2. WATCH VIDEO: Sociology and Social Construction 3. COMPLETE: Introductory Survey 4. Be prepared to talk about what interests you in this class 5. Be prepared to talk about what ground rules you like to have in place for online class discussions (written on D2L and in Teams class meetings) <p>You will also meet in breakout groups with your Wiki groups (1, 2, and 3) to get organized.</p>
<p>WEEK 2 2 February Group 1 D Group 2 A Group 3 R</p>	<p><u>FOUNDATIONAL CONCEPTS: Sexuality</u> Before we meet, please do the following:</p> <ol style="list-style-type: none"> 1. Watch Context Video "Thinking about Sex like a Social Scientist" 2. READ: Gayle Rubin, 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," pp. 3-41 in <i>The Lesbian and Gay Studies Reader</i>, ed. by Henry Abelove, Michèle Aina Barale, & David M. Halperin; New York: Routledge. [Available in D2L] (essentialism, sex negativity, slippery slope, sexuality) 3. Contribute to the Wiki as determined by your group 4. Start Discussion Thread 5. Read Discussion Threads and comment at your leisure 6. Vote on which Threads to discuss

4 February	<p>FOUNDATIONAL CONCEPTS: The Sociology of Religion</p> <p>Before we meet, please do the following:</p> <ol style="list-style-type: none"> 1. WATCH: Context Video “Thinking Sociologically About Religion” 2. READ: Orit Avishai, 2008, “Doing Religion’ in a Secular World: Women in Conservative Religions and the Question of Agency,” <i>Gender & Society</i> 22 (4): 409-433. (docility, taking an external viewpoint) 3. READ: Dawne Moon, 2014, “Beyond the Dichotomy: Six Religious Views of Homosexuality,” <i>Journal of Homosexuality</i> 61 (9): 1215-1241. (born-gay/sinful choice, false dichotomies) 4. Contribute to the Wiki as determined by your group 5. Start Discussion Thread 6. Read Discussion Threads and comment at your leisure 7. Vote on which Threads to discuss
WEEK 3 9 February	NO CLASS—Mental Health Day
11 February Group 1 A Group 2 R Group 3 D	<p>FOUNDATIONAL CONCEPTS: The Binary Conception of Gender</p> <p>Before we meet, please do the following:</p> <ol style="list-style-type: none"> 1. WATCH (OPTIONAL, but 3 minutes): “What It’s Like to be Intersex” Buzzfeed videos, June 2017 2. WATCH: Lianne Simon and Dr. Megan DeFranza, 2017, “Intersex Christians and the Image of God” [1 hour] (Optional transcript is provided on D2L, in case you find it helpful) 3. WATCH: Austen Hartke, 2016, “Genesis 1,” Transgender and Christian, YouTube series. [6 minutes] 4. Contribute to the Wiki as determined by your group 5. Start Discussion Thread 6. Read Discussion Threads and comment at your leisure 7. Vote on which Threads to discuss
12 February	INITIAL MEETING WITH PROF. MOON BY FRIDAY, 2/12
WEEK 4 16 Feb Group 1 R Group 2 D Group 3 A	<p>FOUNDATIONAL CONCEPTS: Binary Sex, Race, and Colonization</p> <p>Before we meet, please do the following:</p> <ol style="list-style-type: none"> 1. WATCH: Context Video: The Interconnections of Race, Gender, and Sexuality 2. READ: Laurel C. Schneider, 2012 (2004), “What Race is Your Sex?” Chapter 8 in <i>Queer Religion: LBGT Movements and Queering Religion</i>, V. II, edited by Boisvert and Johnson (Santa Barbara, CA: Praeger). (historical intersection of race and sex/gender) 3. Contribute to the Wiki as determined by your group 4. Start Discussion Thread 5. Read Discussion Threads and comment at your leisure 6. Vote on which Threads to discuss

18 Feb	<p>FOUNDATIONAL CONCEPTS: Binary Sex, Race, and Colonization, Part 2 (thinking outside W. gender binaries)</p> <ol style="list-style-type: none"> 1. READ Duane Brayboy, “Two Spirits, One Heart, Five Genders” Indian Country Today Media Network, 23 January 2016. https://indiancountrytoday.com/archive/two-spirits-one-heart-five-genders-9UH_xnbfVEWQHWkjNn0rQQ —Link on D2L 2. READ Manuela Picq, 2018, “Decolonizing Indigenous Sexualities: Between Erasure and Resurgence,” The Oxford Handbook of Global LGBT and Sexual Diversity Politics (www.oxfordhandbooks.com) 3. WATCH Video: “Two Spirit — Injunuity” https://www.youtube.com/watch?v=iDyknNmg28 —Link on D2L 4. Contribute to the Wiki as determined by your group 5. Start Discussion Thread 6. Read Discussion Threads and comment at your leisure 7. Vote on which Threads to discuss
<p>WEEK 5 23 February</p> <p>Group 1 D Group 2 A Group 3 R</p>	<p>HISTORICAL CONTEXT: Capitalism</p> <ol style="list-style-type: none"> 1. Watch: “D’Emilio Background & Context” [LINK] 2. READ: John D’Emilio, 1983, “Capitalism and Gay Identity,” pp. 100-113 in <i>Powers of Desire: The Politics of Sexuality</i>, ed. by Ann Snitow, Christine Stansell, and Sharon Thompson, New York: Monthly Review Press. (capitalism, social structure) 3. Contribute to the Wiki as determined by your group 4. Start Discussion Thread 5. Read Discussion Threads and comment at your leisure 6. Vote on which Threads to discuss
25 February	<p>HISTORICAL CONTEXT: Sexual Categories and the Church</p> <ol style="list-style-type: none"> 1. Watch: “Chauncey Background & Context” [LINK] 2. READ: George Chauncey, 1985, “Christian Brotherhood or Sexual Perversion? Homosexual Identities and the Construction of Sexual Boundaries in the World War One Era,” <i>Journal of Social History</i> 19 (2): 189-211. (the contingency of categories) 3. Contribute to the Wiki as determined by your group 4. Start Discussion Thread 5. Read Discussion Threads and comment at your leisure 6. Vote on which Threads to discuss
<p>WEEK 6 2 March</p> <p>Group 1 A Group 2 R Group 3 D</p>	<p>HISTORICAL CONTEXT AND PRESENT REALITY: Virginity and Purity (purity, essentialism, dirt, nation)</p> <ol style="list-style-type: none"> 1. WATCH: “Moselener Background and Context” [CLICK LINK] 2. READ: Sara Moselener, 2015, “Chapter 3: Making Family Values” and “Conclusions: Fear and Accommodation in Contemporary Purity Culture,” pp. 77-108 and 154-168 in her <i>Virgin Nation: Sexual Purity and American Adolescence</i>, New York: Oxford. 3. READ: Desde La Fe, 5/23/2014, “10 Good Reasons to Save Sex Until Marriage” —Link on D2L 4. READ: Liz Lenz, 6/27/3016, “‘I Kissed Dating Goodbye’ told me to stay pure until marriage. I still have a stain on my heart.” Washington Post (6/27/2016)—Link on D2L 5. Contribute to the Wiki as determined by your group 6. Start Discussion Thread 7. Read Discussion Threads and comment at your leisure 8. Vote on which Threads to discuss

4 March	<p><u>HISTORICAL CONTEXT AND PRESENT REALITY: Sexuality and the Black Church</u></p> <ol style="list-style-type: none"> 1. WATCH: “Douglas Background & Context” [CLICK LINK] 2. READ: Kelly Brown Douglas, <i>Sexuality and the Black Church: A Womanist Perspective</i>. (Maryknoll NY: Orbis, 1999). Chapters 1-2 (hierarchical binarisms, intersectionality, sex in oppression) 3. Contribute to the Wiki as determined by your group 4. Start Discussion Thread 5. Read Discussion Threads and comment at your leisure 6. Vote on which Threads to discuss 			
<p>WEEK 7 9 February</p> <table border="1" data-bbox="126 562 362 678"> <tr> <td>Group 1 R</td> </tr> <tr> <td>Group 2 D</td> </tr> <tr> <td>Group 3 A</td> </tr> </table>	Group 1 R	Group 2 D	Group 3 A	<ol style="list-style-type: none"> 1. READ: Douglas, Chapters 3 & 4 (Note that Chapters 5 & 6 are also in the pdf below) 2. Contribute to the Wiki as determined by your group 3. Start Discussion Thread 4. Read Discussion Threads and comment at your leisure 5. Vote on which Threads to discuss
Group 1 R				
Group 2 D				
Group 3 A				
11 February	<ol style="list-style-type: none"> 1. READ: Douglas, Chapter 6 (and 5 if we decide to cover that too) (NOTE: these chapters are in the same PDF as Tuesday's readings) 2. READ: Broderick Greer, "Theology as Survival," talk given at annual conference of Gay Christian Network, Houston TX, January 2016. 3. Contribute to the Wiki as determined by your group 4. Start Discussion Thread 5. Read Discussion Threads and comment at your leisure 6. Vote on which Threads to discuss 			
<p>WEEK 8 16 March</p>	<p>Plan Final Book What Topics Should We Cover? What Topic Would You Like to Write Your Concept Essay About?</p>			
18 March	Catch Up or Individual Meetings			
<p>WEEK 9 23 March</p> <table border="1" data-bbox="126 1339 362 1455"> <tr> <td>Group 1 D</td> </tr> <tr> <td>Group 2 A</td> </tr> <tr> <td>Group 3 R</td> </tr> </table>	Group 1 D	Group 2 A	Group 3 R	<p><u>HISTORICAL CONTEXT AND PRESENT REALITY: Colonialism, Racism, Gender, and Sexuality</u></p> <ol style="list-style-type: none"> 1. READ: Andrea Smith, 2004, “Rape and the War Against Native Women,” pp. 63-76 in <i>Reading Native American Women</i>, edited by Inés Hernandez-Avila. Alta Mira Press. (historical abuse, community healing, hierarchical binarisms) 2. Contribute to the Wiki as determined by your group 3. Start Discussion Thread 4. Read Discussion Threads and comment at your leisure 5. Vote on which Threads to discuss 6. <i>In class we'll plan for the next class</i>
Group 1 D				
Group 2 A				
Group 3 R				

25 March	<p>SEXUALITY AND CONTEMPORARY CHRISTIAN LIFE <u>The Debate Over Same-Sex Marriage</u></p> <p>1) <u>READ EITHER</u></p> <ul style="list-style-type: none"> • The Great Debate: Justin’s Essay —Link on D2L https://geekyjustin.com/great-debate/ • OR The Great Debate: Ron’s Essay —Link on D2L https://ronbelgau.com/great-debate/ <p>2) Prepare debate questions (posted on D2L) 3) Contribute to the Wiki as determined by your group 4) Start Discussion Thread 5) Read Discussion Threads and comment at your leisure 6) Vote on which Threads to discuss</p>
WEEK 10 30 March	<p>SEXUALITY AND CONTEMPORARY CHRISTIAN LIFE <u>Catholic Discussions of LGBT People and Issues</u></p>
Group 1 A Group 2 R Group 3 D	<p>1) READ: US Conference of Catholic Bishops, 1997, “Always Our Children: A Pastoral Message to Parents of Homosexual Children and Suggestions for Pastoral Ministers” (Washington DC, US Catholic Conference, Inc., 1997)—PDF on D2L</p>
	<p>2) READ: Congregation for Catholic Education, “‘Male and Female He Created Them’ For a Path of Dialogue on the Issue of Gender in Education” The Vatican, 2019 —Link on D2L</p> <p>3) READ: James Allison, 2008, “Letter to a Young, Gay Catholic”—PDF on D2L</p> <p>4) Contribute to the Wiki as determined by your group 5) Start Discussion Thread 6) Read Discussion Threads and comment at your leisure 7) Vote on which Threads to discuss</p>
1 April	<p>SEXUALITY AND CONTEMPORARY CHRISTIAN LIFE <u>Being Marginalized and Trying to Be Welcoming</u></p> <p>1) READ: Richard N. Pitt, 2010, “‘Still Looking for My Jonathan’: Gay Black Men’s Management of Religious and Sexual Identity Conflicts,” <i>Journal of Homosexuality</i> 57:39–53.</p> <p>2) READ: Krista McQueeney, 2009, “‘We are God’s Children, Y’All’: Race, Gender, and Sexuality in Lesbian- and Gay-Affirming Congregations,” <i>Social Problems</i> 56 (1): 151-173. (Identity conflict, limits to inclusion)</p> <p>3) Contribute to the Wiki as determined by your group 4) Start Discussion Thread 5) Read Discussion Threads and comment at your leisure 6) Vote on which Threads to discuss</p>
WEEK 11 6 April	<p>SEXUALITY AND CONTEMPORARY CHRISTIAN LIFE <u>Heterosexuality, Virginity, and Contemporary Latinx Communities</u></p>
Group 1 R Group 2 D Group 3 A	<p>1) READ: Janet S. Armitage and Rhonda E. Dugan, 2006, “Marginalized Experiences of Hispanic Females in Youth-Based Religious Groups,” <i>Journal for the Scientific Study of Religion</i>, 45 (2): 217- 231.</p>
	<p>2) READ: Gloria González-López, 2004, “Fathering Latina Sexualities: Mexican Men and the Virginity of their Daughters,” <i>Journal of Marriage and Family</i> 66 (5): 1118-1130. (Meaning of virginity, meaning of gender, outside forces)</p> <p>3) Contribute to the Wiki as determined by your group 4) Start Discussion Thread 5) Read Discussion Threads and comment at your leisure 6) Vote on which Threads to discuss</p>

8 April	LIBERATION AND ALLIANCES
	1) READ: Rev. Elizabeth M. Edman 2016, "Introduction" and "On the Inherent Queerness of Christianity," pp. 1-29 in her <i>Queer Virtue: What LGBTQ People Know About Life and Love and How It Can Revitalize Christianity</i> , Boston: Beacon Press. (Christianity as inherently queer; queerness as defying binary thinking)
	2) Contribute to the Wiki as determined by your group
	3) Start Discussion Thread
	4) Read Discussion Threads and comment at your leisure
	5) Vote on which Threads to discuss
WEEK 12 13 April	LIBERATION AND ALLIANCES, CONTINUED
Group 1 A Group 2 R Group 3 D	1) READ: Teresa Delgado, 2015, "Beyond Procreativity: Heterosexuals Queering Marriage," pp. 91-102 in <i>Queer Christianities: Lived Religion in Transgressive Forms</i> , ed. by Kathleen T. Talvacchia, Michael F. Pettinger, and Mark Larrimore, New York: NYU Press.
	2) READ: Bishop Yvette Flunder, 2015, "Healing Oppression Sickness," pp. 115-124 in <i>Queer Christianities: Lived Religion in Transgressive Forms</i> , ed. by Kathleen T. Talvacchia, Michael F. Pettinger, and Mark Larrimore, New York: NYU Press. (Sex beyond procreation, doctrine of reception, oppression sickness)
	3) Contribute to the Wiki as determined by your group
	4) Start Discussion Thread
	5) Read Discussion Threads and comment at your leisure
	6) Vote on which Threads to discuss
14 April	*Explanatory Essay due to your editing group. Please come to our Teams class on Thursday, 4/15, having read your group's essays. (You may set your own deadline as a group)*
15 April	Writing Center Workshop—Explanatory Essay Please read your group's drafts and be prepared to comment
Week 13 20 April	No Class—Mental Health Day
Wed 21 April	*Reflection Essay due to editing group (groups may arrange your own deadline)*
22 April	Writing Center Workshop— Reflection Essays Please read your group's drafts and be prepared to comment.
Week 14 Mon 26 April	*Revised Explanatory Essay due to editing group (or arrange your own deadline)*
27 April	Workshop Revised Explanatory Essays Please read your group's drafts and be prepared to comment with an editorial eye. What does this essay need so that someone not taking this class can get into it and learn from it?
29 April	Meet with Liz Wawrzyniak, Digital Scholarship Lab, for the nuts and bolts of Canva
Week 15 4 May	*Final Essays All Due in Book Platform* Review Final Book; what do we need to adjust? What should we call it? What sections should we organize it into?
6 May	Debrief; what worked, what didn't, what will you bring with you into your life? How could the class be improved?

HAVE A GREAT SUMMER—CONGRATULATIONS, GRADUATES!!
—and STAY HEALTHY, EVERYONE!