

**SCRIPTURE AND TRADITION 165R:
GENDER & SEXUALITY IN BIBLICAL INTERPRETATION
WINTER 2010**

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Recommended Book

The Holy Bible, NRSV, with Apocrypha. New York: Oxford University Press, 1989.

[ISBN 0-19-528380-5] *You need a Bible for this class, but if you have one already, don't buy this version.*

[\$29.99/\$22.50]

Required Book

Elisabeth Schüssler Fiorenza. *Sharing Her Word: Feminist Biblical Interpretation in Context.*

Boston: Beacon, 1998. [ISBN 0-8070-1233-5]

[\$10.50]

Dale B. Martin. *Sex and the Single Savior: Gender and Sexuality in Biblical Interpretation.*

Louisville: Westminster John Knox, 2006. [ISBN 0664230466]

[\$29.95/\$22.45]

Deryn Guest, Robert E. Goss, Mona West, and Thomas Bohache, eds.

The Queer Bible Commentary. London: SCM, 2006. [ISBN 0334040213]

[\$100.00/\$75.00]

Articles on ERes

[no cost, unless you decide to print them]

Course Description & Goals

This course opens the Bible and its interpretation to critical readings from feminist and queer theory. We begin by asking two fundamental questions posed memorably by Virginia Woolf in her book, *A Room of One's Own*: who gets to speak, and how do they know? We pose these questions to certain key biblical passages that have been and remain central in debates about the normative person, the "proper" roles of men and women, and the "natural" order. We examine "mainstream" interpretations of these passages against historical evidence and from the vantage point of groups long marginalized from the conversation, exploring how truth claims are politically and culturally constructed and therefore not true as such but useful for those who benefit (hence the frequent quotation marks). Throughout, we tend to the tension between the feminist impulse to coalition and engaged activism on the one hand, and the fragmenting, potentially relativizing impulse of queer theory on the other.

Four goals of feminist discourse shape the goals of this course. The first is to help you discover, articulate, and find validation for your own voice and perspective. The second is to enhance your capacity for critical analysis of your experience and the experience of others. The third is to cultivate a commitment to and skills for building coalitions for ethical action. The fourth is to participate in and direct your own learning.

Learning Objectives

By the end of this course, you will be able to:

- a. Define and compare feminist, queer, and fundamentalist approaches to biblical interpretation
- b. Evaluate diverse and at times competing ethical positions among feminist and among queer interpreters
- c. Apply insights from the study of biblical interpretation to gender questions facing contemporary society
- d. Express your voice and theorize your experience in writing with greater clarity and confidence

Purpose of the Core Course in Religious Studies

At Santa Clara University, the study of religious belief and practice in various cultural contexts (including your own) is one of the central features of the Core Curriculum. This has always been important in Jesuit Catholic education, which is why you're now taking your third Religious Studies course. But the purpose of these Core courses isn't to make you believe certain teachings or to limit your inquiry to one tradition. Religious Studies at Santa Clara is broader, deeper, and more analytical than that. In this third course, we want you to develop your skills at analyzing religious traditions that impinge on contemporary issues facing society. We hope that this approach will help you to negotiate a world in which religious beliefs are one of many factors in the diverse ways that people frame their lives.

This course also satisfies the University's **Third Writing** requirement. It includes regular opportunities for in-class writing, periodic discussions of the writing process, and two major papers (the analytical and the research paper) that will be submitted in multiple drafts to provide you the opportunity for supervised revision through peer review and feedback from the professor.

This course meets the **Women's & Gender Studies** requirement for students in the College of Arts and Sciences, given its focus on feminist and queer theories and their application to one major source of Western discourse on sexuality and gender, the Bible.

Assessment and Grading

Grade Components & Scale

Class Engagement (verbal participation 15%, written impressions 10%, attendance 5%)	30%
Seminar Leadership (2 occasions @ 10% each)	20%
Autobiographical and Analytical Papers (2 submissions, 10% each)	20%
Research Paper	30%

Grade Scale

93.5–100	A	86.7–89.9	B+	76.7–79.9	C+	66.7–69.9	D+
90.0–93.4	A-	83.3–86.6	B	73.3–76.6	C	63.3–66.6	D
		80.0–83.2	B-	70.0–73.2	C-	60.0–63.2	D-

Class Engagement

Class engagement is a critical part of any seminar. Classes will typically begin in one of two ways, either with a written reflection on that day's readings or a brief discussion of your impressions, insights and questions from the reading. The professor will provide background information to orient the discussion, but on most days after the first few weeks, the discussion will be led by student teams. The teams will take turns leading the seminar, but when your team has a bye, you will be expected to participate in the discussion by articulating your perspectives, taking positions, and imagining the ethical implications of our reading. In order to participate, you've got to come to class (see the attendance policy below) and bring the readings, one sheet of typed impressions and questions from the reading (you're exempt on days your leadership team presents and on days when a paper is due), and the required assignments. 30% of grade (25% for verbal participation, 5% for attendance). (*learning objectives a-d*)

Seminar Leadership

Working with one or other people, you will be responsible for presenting a critical analysis of the readings for two separate meetings during the quarter. You will select your group and topics in the third week of class. Your task will be to summarize the material, outline the key theoretical insights, apply these to the primary readings for the day (if any are assigned), and lead a discussion. You will prepare a 2-page handout (front and back of one sheet) outlining your presentation for the class. Each member of the group should plan on presenting 10 minutes of analysis, and the group as a whole will then field questions and discussion for the remainder of class. The grading rubric for this oral assignment is available at the "Assignments" tab online. 20% of grade total (10% each occasion). (*learning objectives a, b, d*)

Critical Inquiry

As mentioned above, this course satisfies the **Third Writing** requirement in the College of Arts & Sciences. It not only includes regular writing and rewriting; it also strategically uses writing as a method of engaging the course material more fully. The course includes periodic discussions of good writing practices relevant to the in-class writing and the analytical and research papers.

Your Voice and the Voice of the Bible: An Autobiographical Paper

In this first 5-page paper, respond to the Virginia Woolf reading from our first week of class in light of your own experience. Her book, *A Room of One's Own*, is now 90 years old; is it outdated, or have you experienced or noticed anything like what she describes? In particular, have you ever had the experience of being told who you are and what you think, when in fact you would articulate these things quite differently? Begin this reflective paper in any way you wish, but come around by the end to the matter of religion and the Bible. How have they played a part in the identities you construct or that are constructed for you? You will share this paper with another student of your choosing for the purpose of peer review, and with the professor (hard copy due Tuesday, January 12, soft copy due that night at TurnItIn.com). For further directions and the grading rubric, see the "Assignments" tab on the course Web site. 10% of grade. (*learning objective d*)

Feminist and Queer Theory: An Analytical Paper

In this 6-7 page paper, discuss the chief characteristics and aims of feminist and queer theory, based on the course readings. Are they compatible? In what ways do they overlap? In what ways do they conflict? Do you find any flaws in one or both? You will share this paper with another student for the purpose of peer review, and with the professor (hard copy due Thursday, February 16, soft copy due that night at TurnItIn.com). For further directions and the grading rubric, see the "Assignments" tab on the course Web site. This paper requires a rewrite following peer review and evaluation by the professor. 10% of grade. (*learning objectives a, b, d*)

Research Paper

Each student will prepare a 15-20 page research paper on feminist or queer theory and biblical interpretation. Some of the various types of papers you might write are offered at the "Research" tab online. This paper will be due in the stages listed below; the stages include a required draft and rewrite. The final paper will be submitted with all prior stages in a folder. 30% of grade. (*learning objectives c-d*)

Topic statement and sources	4th week	Tuesday, January 26
Annotated Bibliography	6th week	Tuesday, February 9
Outline	8th week	Tuesday, February 23
Required draft of entire paper	9th week	Thursday, March 4
Final Research Paper and all prior stages of it in a folder; you will also turn in an electronic copy of your research paper to TurnItIn.com	Exam week	Tuesday, March 16

Examinations

There are no examinations in this course.

Extra Credit

Extra credit opportunities will be posted online at the "Extra Credit" tab periodically throughout the quarter. To receive extra credit, attend the event, write a 2-3 page summary and evaluation, and turn it in within one week of the event (the required parts of your paper are listed at the Extra Credit tab). If an event falls in the final week of classes, the paper must be submitted by Friday of that week. Extra credit can only be counted if all regular assignments have been submitted. Each assignment is worth at most 2 points, so students usually do 2 to get the maximum grade. 3% of grade max. (*learning objective b*)

Assessment of Course

The course will be assessed at mid-quarter with a short evaluation and at the end of the quarter with an online numerical evaluation and, in class, with an SALG and a narrative evaluation.

Policies

Attendance

If you're sick or something comes up, please notify the professor in advance or within a week of the missed class. *Remember: You're not doing yourself or anyone else any favors if you come to class sick—you can always make up the work.* Notifying the prof means that the absence is excused; it's unexcused and counts more against your grade if you don't let the prof know. After the first excused absence, and for all unexcused absences, your attendance and class participation grades will be affected. At two or more unexcused absences (10+% of the course) your entire grade for the course begins to drop. Five unexcused absences (25% of course) will result in a failing grade. Daily roll will be taken. 5% of grade +.

Academic Integrity

You are expected to collaborate to share ideas, resources, and questions, particularly in small-group discussions and seminar leadership. This sharing becomes cheating or plagiarism when you present as original the insights or work of another. It thus includes copying someone else's work without attribution, whether the source is a friend, a book, or the Web. Work on extra credit and your three papers is expected to be original to you. That does not mean that every idea and insight you write about will be your own. What it does mean is that your assignments should be guided by your insights and, when you do rely on an authority other than yourself, you note that reliance through standard footnotes and bibliography (see the online "Research Tips" and "Style Sheet" at the course Web site). If you are caught cheating or plagiarizing on a required assignment, you will receive an "F" on the assignment and in the course, and the matter will be forwarded for further action to the Office of Student Leadership.

Disability Accommodation Policy

To request academic accommodations for a disability, students must contact Disability Resources at the outset of the quarter. The Disability Resources Office is located in Benson Center, (408) 554-4111; TTY (408) 554-5445.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
PRELIMINARIES			
1	1/5		COURSE OVERVIEW
	1/7	[65]	FINDING YOUR VOICE & RECOVERING THOSE LONG LOST <u>Secondary Material:</u> Virginia Woolf, excerpts from <i>A Room of One's Own</i> (ERes) <u>Writing Focus:</u> Writing as a reading strategy <i>Autobiographical Paper: Your Voice and the Voice of the Bible — begin to sketch your ideas for this paper and bring them to class; the actual paper is due next Tuesday</i>
TOPIC 1. FEMINIST THEORY & INTERPRETATION OF THE BIBLE			
2	1/15	[65]	BIBLICAL INTERPRETATION & THE EXPERIENCE OF WOMEN <u>Primary:</u> Genesis 1–3; 1 Corinthians 11:2-16; Galatians 3; 1 Timothy 2 <u>Secondary:</u> Schüssler Fiorenza, <i>SHW</i> 1-49 <i>Autobiographical Paper: Your Voice and the Voice of the Bible — due in class; bring 2 copies, 1 for professor and 1 for peer reviewer; submit electronic copy to TurnItIn.com by midnight tonight; impression page exemption</i>
	1/17	[65]	PROBLEMS IN THE BIBLE: TEXTS OF TERROR <u>Primary:</u> Genesis 38; Judges 4:17-22; 19; Hosea 1–3; Ezekiel 16; Esther 2:1-18; Ephesians 5:21–6:29; 1 Timothy 2; Revelation 18 <u>Secondary:</u> Phyllis Trible, "An Unnamed Woman: The Extravagance of Violence," and Sarojini Nadar, "'Texts of Terror': The Conspiracy of Rape in the Bible, Church, and Society: The Case of Esther 2:1-18" (ERes) <i>Bring peer review of partner's Autobiographical Paper to class</i>
3	1/19	[54]	PROBLEMS OF INTERPRETATION, PART I: INTERSECTIONS OF RACE, CLASS & GENDER IN THE WOMAN'S BIBLE & EARLY FEMINIST WORK <u>Secondary:</u> Schüssler Fiorenza, <i>SHW</i> 50-104 <u>Writing Focus:</u> Selecting a research topic and locating sources <i>Sign-ups for Seminar Leadership in class</i>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
3	1/21	[70]	<p>PROBLEMS OF INTREPRETATION, PART II: THIRD WAVE & GLOBAL CHALLENGES <u>Primary:</u> Joshua 2:1-24; 6:22-25; Mark 15:40-16:8 + Luke 7:36-8:3; Mark 7:24-30 Matthew 15:21-28 (+Matthew 8:5-13) <u>Secondary:</u> Musa W. Dube, excerpt from <i>Postcolonial Feminist Interpretation of the Bible</i> (ERes); Schüssler Fiorenza, <i>SHW</i> 105-136</p>
4	1/26	[25]	<p>THE DISCIPLINING OF WOMEN & THE CALL TO JUSTICE <u>Primary:</u> 1 Corinthians 11: 2-16; 13:4-8; Ephesians 5:21-6:9; 1 Timothy 2:1-15 <u>Secondary:</u> Schüssler Fiorenza, <i>SHW</i> 137-59 <i>Topic Statement and sources for Research Paper due in class</i></p>
	1/28	[45]	<p>JESUS AS SOPHIA: THE DANGER OF ANTI-SEMITISM IN CHRISTIAN FEMINIST READINGS <u>Primary:</u> Q excerpts in secondary readings <u>Secondary:</u> Amy-Jill Levine, "Women in the Q Communit(ies) and Traditions" (ERes); Schüssler Fiorenza, <i>SHW</i> 160-83 <i>Optional Rewrite of Autobiographical Paper due in class</i></p>
<p>TOPIC 2. HETEROSEXISM & INTERPRETATION OF THE NEW TESTAMENT</p>			
5	2/2	[48]	<p>THE MYTH OF TEXTUAL AGENCY <u>Secondary:</u> Martin, <i>SSS</i> 1-35; Mary Ann Tolbert, "Gender"; Laurel C. Schneider, "Queer Theory" (ERes) <u>Writing Focus:</u> Identifying a thesis, annotating sources</p>
	2/4	[46]	<p>"HOMOSEXUALITY" IN THE NEW TESTAMENT: <i>ARSENOKOITÊS</i> AND <i>MALAKOS</i> <u>Primary:</u> Romans 1:18-32; 1 Corinthians 6:9-10; 1 Timothy 1:9-10 <u>Secondary:</u> Martin, <i>SSS</i> 37-64; Ken Stone, "Sexuality"; Holly Joan Toensing, "Women of Sodom and Gomorrah: Collateral Damage in the War against Homosexuality?" (ERes)</p>
6	2/9	[48]	<p>FEMALE PARTNERS IN THE NEW TESTAMENT <u>Primary:</u> [read the passages referenced in the secondary reading] <u>Secondary:</u> Bernadette J. Brooten, "Paul's Views on the Nature of Women and Female Homoeroticism"; Mary Rose D'Angelo, "Women Partners in the New Testament" (ERes) <i>Annotated Bibliography for Research Paper due in class</i></p>
	2/11	[40]	<p>REJECTING DESIRE, ERASING DIFFERENCE: PAUL IN CORINTHIANS AND GALATIANS <u>Primary:</u> 1 Corinthians; Galatians <u>Secondary:</u> Martin, <i>SSS</i> 65-90</p>
7	2/16	[60]	<p>SEX & THE SINGLE SAVIOR <u>Primary:</u> Mark 3:31-35 Matthew 12:46-50 Luke 8:19-21 Luke 9:57-62 Matthew 8:18-22 Luke 14:25-33 Matthew 10:37-38 Mark 10:2-12 Matthew 19:3-12 Luke 16:18 Acts 1-5 <u>Secondary:</u> Martin, <i>SSS</i> 91-147 <i>Analytical Paper: Feminist and Queer Theory due; bring 2 copies, 1 for professor and 1 for peer reviewer; submit electronic copy to TurnItIn.com by midnight tonight; impression page exemption</i></p>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
7	2/18	[45]	<p>THE CONSTRUCTION OF KNOWLEDGE <u>Primary:</u> Ephesians <u>Secondary:</u> Martin, SSS 149-85 <u>Writing Focus:</u> Moving from other sources to your thesis and argument <i>Bring peer review of partner's paper to class</i></p>
<p>TOPIC 3. QUEER THEORY & BIBLICAL INTERPRETATION</p>			
8	2/23	[38]	<p>AN INTRODUCTION TO QUEER THEORY <u>Secondary:</u> Nikki Sullivan, "The Social Construction of Same-Sex Desire: Sin, Crime, Sickness" and "Queering Popular Culture"; Eve Kosofsky Sedgwick, "Epistemology of the Closet"; Daniel Boyarin, "Gender" (ERes) <i>Outline for Research Paper due in class; impression page exemption</i></p>
	2/25	[53]	<p>RAPE OR HOMOSEXUALITY: THE "SIN" OF SODOM <u>Primary:</u> Genesis 19; Judges 19 <u>Secondary:</u> QBC 1-26 (top), 35 (bottom)-43; Mark Jordan, excerpts from <i>The Invention of Sodomy in Christian Theology</i>; Patrick S. Cheng, "Multiplicity and Judges 19: Constructing a Queer Asian Pacific American Biblical Hermeneutic" (ERes) <u>Writing Focus:</u> Constructing paragraphs <i>Required rewrite of Analytical Paper due in class</i></p>
9	3/2	[35]	<p>QUEERING THE PROPHETS <u>Primary:</u> Jeremiah (focus on the portions emphasized in the secondary reading) <u>Secondary:</u> QBC 386-93; Stuart Macwilliam, "Queering Jeremiah" (ERes)</p>
	3/4	[40]	<p>REVISITING THE ECSTATIC WOMEN OF CORINTH <u>Primary:</u> 1 Corinthians <u>Secondary:</u> QBC 606-617; Gillian Townsley, "Gender Trouble in Corinth: Que(e)rying Constructs of Gender in 1 Corinthians 11:2-16" (ERes) <i>Required Draft of Research Paper due in class; bring 2 copies, 1 for professor and 1 for peer reviewer; impression page exemption</i></p>
10	3/9	[40]	<p>PERFORMING MASCULINITY FROM POSITIONS OF IMPOTENCE: REVELATION <u>Primary:</u> Revelation <u>Secondary:</u> QBC 753-68; Stephen D. Moore, "Revolted Revelations" (ERes)</p>
<p>AFTERWORD & FORWARD</p>			
10	3/11	[37]	<p>A FRAMEWORK FOR A JUST SEXUAL ETHIC <u>Secondary:</u> Margaret Farley, "Framework for a Sexual Ethic: Just Sex" (ERes) <u>Writing Focus:</u> Presenting a finished piece of writing <i>Bring peer review of partner's paper to class; impression page exemption</i></p>
11	3/16		<p>► <i>By 4:30 p.m. today, submit the Research Paper in a folder with all its prior stages to the professor's office, Kenna 323B, or her box in the Religious Studies Department office, Kenna 323; remember to submit the assignment to TurnItIn.com as well by midnight tonight.</i></p>