

COVER SHEET

Date application submitted: April 30, 2009
Course Title: SCTR 26 Gender in Early Christianity
Name: Catherine M. Murphy
Department: Religious Studies
Core Area or Requirement: Religion, Theology and Culture 2
Projected Date: Spring 2010

OTHER MATERIALS

Undergraduate Bulletin Description: N/A (old course, not substantially transformed)
Assessment Plan: Embedded in attached syllabus

**SCRIPTURE AND TRADITION 26: GENDER IN EARLY CHRISTIANITY
SPRING 2010**

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Required Books:

- Robert J. Miller (and Robert W. Funk), ed. *The Complete Gospels: Annotated Scholar's Version*, 3d rev. ed. Sonoma, California: Polebridge Press, 1998; original 1992, 1994. [ISBN 0-944344-49-6] [\$32.00/\$24.00]
- Ross Shepard Kraemer and Mary Rose D'Angelo, eds. *Women and Christian Origins*. New York: Oxford University Press, 1999. [ISBN 0-19-510396-3] [\$35.00/\$26.25]
- Elizabeth A. Clark. *Women in the Early Church*, Message of the Fathers of the Church 13. Collegeville, Minnesota: Liturgical Press, 1983. [ISBN 0814653324] [\$24.95/\$18.70]
- Teresa M. Shaw. *The Burden of the Flesh: Fasting and Sexuality in Early Christianity*. Minneapolis: Fortress, 1998. [ISBN 0-800627652] [\$29.00/\$21.75]
- Readings on ERes [All readings on ERes: roughly \$15.00 if printed]

Recommended Book:

- The Bible, NRSV*. New York: Oxford University Press, 1989. [0-19-528380-5] [\$30.00/\$22.50]
- You do not NEED to have a Bible for this class; New Testament texts and some apocryphal materials are available in the course textbooks, and others will be provided online. If you use a Bible, this version is recommended but not required.*

Course Description

Christianity has been a major shaping force in western history and in the history of the United States. Its sacred scriptures, and the way these scriptures were interpreted in the foundational centuries of late antiquity, have played a major role in constructing social values and norms today. This course takes one social construct, the notion of gender, and examines how it was understood and practiced in the worlds in which Christianity was born. What did Jesus have to say about men, women, the body, and sexuality? Was his teaching on this topic revolutionary or commonplace in the Jewish world? How did Greek and Roman ideas and practices influence and change this early Christian teaching? Why were the early Christian texts that extolled virginity so patently erotic? How did early Christian men and women view and manage the desires of the flesh? As we pose these questions to our texts, we will also address the impact of these issues on gender debates today, both in the Christian church and in society.

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'll end up taking three Religious Studies courses with us. 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 you might expect. In this second course, we want you to think deeply and critically about complex religious phenomena, like the interplay of gender, social status and evolving religious beliefs, from different disciplinary approaches (in this class, we'll draw on history, archaeology, literary analysis, theology, and feminist and gender theory). You'll have the chance to think deeply about how religious beliefs today impact and are themselves shaped by cultural constructions of gender. 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.

Women's & Gender Studies Core Requirement

This course is one of many in the Religious Studies Department that satisfies the College of Arts & Sciences Core requirement in Women's & Gender Studies.

Learning Objectives

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

- a. Analyze religious texts to discern the assumptions they make about gender
- b. Integrate and compare different disciplinary approaches to the study of gender in both antiquity and the contemporary world
- c. Clarify and express your own beliefs in dialogue with the critical analysis of early Christian notions of gender, sexuality and the body

How to Prepare for Class

Reading and Study Prior to Class

The readings listed under each day's topics should be read before that class. They will provide the basis for our class discussion. Readings listed as "primary" are those from the past (e.g., the New Testament, the Jewish and Roman sources), while those listed as "secondary" are from modern scholars. If time is tight, prioritize the primary readings. There is a class prep page on the course Web site for each day's class. It introduces you to the readings and offers questions to help focus on the most important issues. Take a look at these before you do the reading so you know what to pay attention to; this will help you participate in class and prepare effectively for quizzes and exams. Occasionally, you will be asked to collect data from the readings or to reflect on your own beliefs in light of the readings, ahead of or during class, in order to probe the material more deeply. (*learning objectives a, c*)

Where to Find the Readings

Most of our primary readings are in the Bible and the extra-canonical Christian material, which you'll find in *The Complete Gospels* and *Women in the Early Church*, two of our major texts (they're both in the bookstore and on reserve in the library – just go to the Circulation Desk, and ask for the resource you need for SCTR 26, Prof. Murphy). Most of the secondary readings will be in our other two course textbooks, *Women and Christian Origins* and *The Burden of the Flesh*. Occasionally, though, the reading won't be in one of those four books, but on electronic reserve (ERes) instead. You can access these essays from any computer on or off campus by going to <http://eres.scu.edu>, searching for our course by its number (SCTR 26) or the prof's name (C. Murphy), and typing our course password, "xx" (you can also click on the ERes button on our course Web site, which takes you straight to the password page). All of the ERes essays are from books, and those books are on hard-copy reserve at the Circulation Desk.

Questions, Lecture and Discussion

Each class will begin with questions about the readings, yours for the professor and the professor's for you (there will be occasional, unannounced quizzes). There will be some lecture each day on the core material from the reading, step-by-step practice at analyzing the source material, and plenty of opportunities for you to seek clarification from the professor and each other. (*learning objectives a, b, c*)

Assessment and Grading

Grade Components and Scale

Class Participation (oral participation 15%, assignments 10%, attendance 5%)	30%
Quizzes & Exams (2 quizzes @ 5% each, midterm 15%)	25%
Interdisciplinary Team Project	15%
Research Paper (submitted in stages)	30%

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-

Oral Participation & Attendance

Class participation is a critical part of this course. It includes your informed oral remarks in class – during formal lectures, open discussion periods, team break-outs, and class discussion. In order to participate, you've got to come to class (see the attendance policy below) and bring the readings, your questions and required assignments with you. Your informed oral comments and questions, based on your reading and reflection, are a substantial contribution to your classmates, so they count for 15% of your entire grade. Occasional assignments on the reading, prepared before or during class, will count for 10%. Attendance counts for 5% of your grade (30% of your grade total). (*learning objectives a, c*)

Interdisciplinary Team Project

During the second week of class, you will be asked to choose a team of three students. You will work with this team regularly in in-class break-out sessions, but also outside of class to prepare a project and presentation that focuses on a particular location in Christian antiquity and uses available archaeological, epigraphic and literary evidence to analyze the gender situation there. The presentations will occur in weeks 5-9. The project counts for 15% of your grade (5% for your individual contribution, 5% for your group's online report, 5% for the in-class presentation). See the "Assignments" tab at the course Web site for further directions and the grading rubric. (*learning objective b*)

Critical Inquiry

There will be one 8-page research paper in which you use feminist or gender theory to examine (1) an historical situation in the early church, (2) an early Christian text, OR (3) a contemporary issue that is somehow dependent upon the Christian tradition. Your topic can be related to the one you examine in your interdisciplinary team project, but it shouldn't be identical. Some ideas for topics are posted at the Research tab on the course Web site, and explicit directions and the grading rubric are at the Assignments tab. 30% of grade. (*learning objectives a, b, c*)

The research paper is due in stages:

Topic statement & working bibliography	4th week	Tuesday, April 20
Outline	8th week	Thursday, May 13
Conversation with Professor	9th week	Tue-Thur, May 18-20
Final paper (put in folder with earlier stages) due by noon to Kenna 323B; submit an electronic copy to TurnItIn.com by midnight	11th week	xx, June xx

Exams & Quizzes

Two reading quizzes are scheduled during the quarter. These quizzes will be brief (roughly 20 minutes), and are intended to help you keep up with the readings. 15% of grade. One midterm exam is scheduled. It is cumulative of material covered up to that point in the course, and you will have the full class period to complete it. 15% of grade. (*learning objectives a, b*)

Extra Credit

Extra credit opportunities will be posted online at "Extra Credit Events" 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 (papers on events attended during the 10th week of class have to be submitted by Friday of that week). Points can only be counted if all regular assignments have been completed. Directions for the paper can be found online at "Extra Credit Events." 3% of grade max (students usually do two papers to reach the max). (*learning objective c*)

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 work, team projects and exam preparation. 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, exams and your research paper 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
UNIT 1. JESUS & WOMEN			
1	3/30		INTRODUCTIONS & DEFINITIONS
	4/1	[16]	WERE JEWISH WOMEN OPPRESSED? THE BABATHA ARCHIVE <u>Primary Reading:</u> Excerpts from the Babatha archive (online at class prep; please print and bring to class) <u>Secondary Reading:</u> WCO 50-79; online class prep
2	4/6	[16]	WERE JEWISH WOMEN OPPRESSED? THE DEAD SEA SCROLLS <u>Primary Reading:</u> Excerpts from the Dead Sea Scrolls (online at class prep; please print and bring to class) <u>Secondary Reading:</u> Review WCO 50-79; online class prep
	4/8	[30]	WAS JESUS A FEMINIST? THE GOSPELS AS EVIDENCE <u>Primary:</u> Gospel of Mark (CG) <u>Secondary:</u> Online class prep ⇒ Assignment #1: Women in Mark's Gospel. Before class, type up a list of the women, named, unnamed and presumed, that you encounter in Mark's gospel. For each example, list the chapter and verse, their name(s) (if given), and to what they do or what is done to them. ⇒ Choose Interdisciplinary Teams & Projects
3	4/13	[32]	WOMEN IN JESUS' TEACHINGS: DID HE LIBERATE THEM? <u>Primary:</u> Q 13:18-21; 14:26-27 + 17:33; 17:35-36; 18:14 (Note: Q designations follow Lukan chapter and verse; CG) <u>Secondary:</u> WCO 150-70; online class prep ⇒ Assignment #2 (in-class): We've analyzed how the gospels treat women, and we've begun to discuss how Jesus himself might have treated women. Given your own personal convictions and commitments, is this tradition a resource for people today? Is it too problematic to be a resource? How would you negotiate the difference between early Christian views of women and your views, or our culture's views? ⇒ Quiz #1
UNIT 2. WOMEN IN THE PAULINE COMMUNITIES AND TRADITIONS			
3	4/15	[45]	A WOMAN'S POSITION: GREEK WOMEN IN THE CLASSICAL & ROMAN PERIODS <u>Primary:</u> Excerpts from Xenophon, <i>Oeconomicus</i> (ERes) <u>Secondary:</u> WCO 199-218, 221-35 ⇒ Topic statement and bibliography of 6 professional sources for research paper due

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
4	4/20	[20]	<p>ANXIETIES OVER HOMOEROTICISM</p> <p><u>Primary:</u> Genesis 19; Judges 19; Leviticus 18; 20:10-16; Romans 1:18-32; 1 Corinthians 6:9-10; 1 Timothy 1:9-10 (online at syllabus and class prep; or use your own Bible)</p> <p><u>Secondary:</u> Martin, "Arsenokoites and Malakos: Meanings and Consequences," from <i>Sex and the Single Savior</i> (ERes); online class prep</p> <p>⇒ Assignment #3: Same-sex Relations in the Bible. Before class, type up a list of the primary texts above. In your list, indicate the passage by chapter and verse, what you think the text is referring to, and, if Martin mentions the passage, what <u>he</u> thinks the passage is actually about. If he mentions particular words that are misunderstood, be sure to note the various meanings the term is thought to have had, and come to some conclusion about what <u>you</u> think it means.</p>
	4/22	[40]	<p>PAUL'S VIEWS OF WOMEN'S ROLES</p> <p><u>Primary:</u> 1 Corinthians 1; 7; 11; Galatians 3:28 (online at syllabus and class prep; or use your own Bible); Catholic Church arguments against women's ordination (online at class prep)</p> <p><u>Secondary:</u> Excerpt from Osiek & MacDonald, <i>A Woman's Place</i>, pp. 95-111, 157-63 (ERes); online class prep</p> <p>⇒ Assignment #4: Women in Paul's Letters. Type up a list of the women, named, unnamed and presumed, that you encounter in Paul's letters, including today's readings from 1 Corinthians and the Romans 16 and Galatians 3:28 passages we read for the last class. List the chapter and verse, the name or "category" of the woman, and what they do or are being told to do.</p> <p>⇒ Interdisciplinary Team Presentation: Women & Prophecy in the Cults of Corinth</p>
5	4/27	[35]	<p>THE LEGACY OF PAUL: THE IDEAL WIFE</p> <p><u>Primary:</u> Ephesians (online at syllabus and class prep; or use your own Bible)</p> <p><u>Secondary:</u> Excerpt from Osiek & MacDonald, <i>A Woman's Place</i>, pp. 118-43</p> <p>⇒ Interdisciplinary Team Presentation: Roman Culture in a Near Eastern City (Ephesus)</p>
	4/29	[29]	<p>THE OTHER LEGACY OF PAUL: THE UNMARRIED WOMAN</p> <p><u>Primary:</u> <i>Acts of Paul and Thecla</i> (WEC 78-88; if you're interested in reading the complete version, it's online at syllabus and class prep, but the shorter WEC version is all that's required)</p> <p><u>Secondary:</u> WCO 236-53; online class prep</p> <p>⇒ Interdisciplinary Team Presentation: The Cult of St. Thecla in Asia Minor</p>
6	5/4		⇒ Midterm Exam
<p>UNIT 3.</p> <p>THE REORIENTATION OF DESIRE IN EARLY CHRISTIANITY</p>			
	5/6	[50]	<p>THE DAVINCI CODE & THE HISTORICAL MAGDALENE</p> <p><u>Primary:</u> <i>Gospel of Thomas</i> Logion 114, <i>Gospel of Mary</i> 10 (CG); Gospel synopses (ministry, burial, empty tomb), Luke 6:12-16 + 7:36-50 + 8:1-3; Luke 10:38-42 + John 11:1-12:8 (online at class prep)</p> <p><u>Secondary:</u> Brown and Bock articles (ERes); WCO 105-128; 273-82; online class prep</p> <p>⇒ Interdisciplinary Team Presentation: Gnostic Groups in Egypt</p>
7	5/11	[25]	<p>HOLY HYMEN: PERPETUAL VIRGINITY WITHIN MARRIAGE</p> <p><u>Primary:</u> Matthew 1-2; <i>Infancy Gospel of James</i> (CG); WEC 122-6, 144-55 (Chrysostom and Tertullian)</p> <p><u>Secondary:</u> Online class prep</p> <p>⇒ Interdisciplinary Team Presentation: Gender Expectations in 4th Century Antioch</p> <p>⇒ Outline for research paper due; schedule 15-minute meeting time with professor for Tu-Th of next week</p>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
7	5/13	[35]	JESUS IN FEMALE FORM: THE MONTANIST PROPHETS OF MOUNT PEPUZA <u>Primary:</u> Excerpts about the Montanist Prophets Maximilla and Pricilla, pp. 259-68 in Kraemer, ed., <i>Women's Religions in the Greco-Roman World: A Sourcebook</i> (ERes) <u>Secondary:</u> Trevett, excerpt from "Montanism and Women" pp. 170-97 in <i>Montanism: Gender, Authority, and the New Prophecy</i> (ERes) online class prep ⇒ <i>Interdisciplinary Team Presentation: The Montanist Shrine at Mount Pepuza, Phrygia</i>
8	5/18	[44]	DYING FOR A LIFE: MARTYRDOM & GENDER <u>Primary:</u> WEC 97-114 (Perpetua, Ambrose and Prudentius) <u>Secondary:</u> WCO 345-54; Kuefler, "I Am A Soldier of Christ': Christian Masculinity and Militarism," pp. 111-17 in <i>The Manly Eunuch</i> (ERes); online class prep ⇒ <i>Interdisciplinary Team Presentation: Noble Women in North Africa & Martyrdom</i>
	5/20	[35]	REAL (CHRISTIAN) MEN: AN OXYMORON? <u>Primary:</u> Excerpts from Augustine's <i>Confessions</i> (ERes) <u>Secondary:</u> Kuefler, "The Manliness of Faith: Sexual Difference and Gender Ambiguity in Latin Christian Ideology," pp. 206-38 in <i>The Manly Eunuch</i> (ERes; we'll finish the chapter in the next class); online class prep ⇒ <i>Interdisciplinary Team Presentation: Christian Men & Women in Rome</i>
9	5/25	[20]	HOLY HARLOTS <u>Primary:</u> Excerpts from Sophronius' <i>Life of St. Mary of Egypt</i> , Deacon James' <i>Life of Pelagia the Harlot</i> , and Ambrose, <i>Concerning Virgins</i> 2.3-4 (all on ERes) <u>Secondary:</u> Kuefler, "The Manliness of Faith: Sexual Difference and Gender Ambiguity in Latin Christian Ideology," pp. 238-44 in <i>The Manly Eunuch</i> , and Garber, "Religious Habits" (read only pp. 213-17), in <i>Vested Interests: Cross Dressing and Cultural Anxiety</i> (ERes); online class prep
UNIT 4. THE BODY AS LOCUS OF SALVATION			
9	5/27	[85]	ASCETIC FASTING: NOTIONS OF THE BODY <u>Secondary:</u> BF 1-78; begin reading excerpt from Lelwica, <i>Starving for Salvation</i> (ERes); online class prep ⇒ <i>Quiz #2</i>
10	6/1	[40]	ASCETIC FASTING: ANOREXIA AS A PATH TO POWER <u>Secondary:</u> BF 79-112; finish reading excerpt from Lelwica, <i>Starving for Salvation</i> (ERes); online class prep ⇒ <i>Assignment #5 (in-class): Is it inherent to Christianity that women be "erased" from view, by "becoming male," by ascetic fasting, by subordinating themselves to men? Or is this just an artifact from the past? Are there any resources in the traditions we've examined to counteract these tendencies, in your view?</i>
	6/3	[38]	THE GENDER OF JESUS; COURSE EVALUATIONS <u>Secondary:</u> Mathews and Gibson essays (ERes); online class prep
11	6/xx		⇒ <i>Research paper due to my office (Kenna 323B) or my mailbox (Kenna 323) by xx; remember to submit an electronic copy to TurnItIn.com by midnight as well (the paper can't be graded unless both forms are submitted).</i>