

## TESP 119: Theology, Sex, and Relationships

Spring 2016 • M/W/F 1:00-2:05

Dr. Karen Peterson-Iyer

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Office and Office Hours: Kenna 321; Mon/Wed 10:30-11:30 and by appt. *if you have a course conflict with these times.*

### **Course Description:**

This course will explore the ethics of romantic and sexual relationships, in light of Christian theological and scriptural tradition(s) as well as reason (including social scientific sources) and contemporary human experience. We will examine overall relational patterns including friendship, dating, and sexual intimacy, with the ultimate goal of integrating our best insights into a creative, constructive, and fulfilling sexual ethic for college students in 2016. Specific topics under examination will include “hookup culture” on contemporary college campuses; the social construction of gender and sexual expression; unmarried sexuality; sexting and/or pornography; same-sex relations/marriage equality; prostitution; and sexual violence. We will engage various theological, philosophical, and social science sources, far-ranging enough to include imagery in the popular media, traditional Roman Catholic teaching, “revisionist” theological (Roman Catholic and Protestant) perspectives, and “third wave” feminist insights regarding the body, sex, and human relationships more generally.

### **Course Goals:**

1. Students will be able to articulate and critically analyze a wide variety of approaches to sexual ethics, both religious and philosophical.
2. Students will develop a “theology of relationship” that reflects their best insights about human and religious/spiritual identity, including what it means for embodied (and sexual) human beings to relate to each other in fulfilling ways.
3. Students will apply the insights from (1) and (2) to various contemporary sexual issues, such as single/premarital sexuality, “hookup” culture on campuses, same-sex relationships, and sexual violence.

### **Departmental Goals** (adapted from RS “Description of the Three Levels”):

1. Students engage intellectually with difficult questions and issues involving religion.
2. Students explore and assess multiple positions and make intellectually defensible, integrative, and nuanced decisions about problems, issues, or controversies.
3. Students bring together their core and disciplinary knowledge, their acquired analytic skills, the intellectual challenge of current issues, and the “meta-questions” that will invoke ethical and ontological concerns.

*Departmental goals are embedded in course goals.*

### **Core Curriculum Learning Goals and Objectives:**

*This course fulfills Santa Clara’s Core Requirements for RTC 3; however, you must have completed both RTC 1&2 requirements and 88 units before taking this course.*

- RTC 3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions. (Critical Thinking; Ethical Reasoning; Perspective)
- RTC 3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (Critical Thinking; Religious Reflection)

### **Pathways:**

This course is associated with the *Applied Ethics* Pathway. You can find information about Pathways on the Core Curriculum website:

<http://scu.edu/core> including specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit.

<http://www.scu.edu/provost/ugst/core/pathways/managing-your-pathway-work/>  
**SAVE YOUR WORK FROM THIS CLASS**

If you declare this Pathway you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year. Therefore, SCU recommends keeping electronic copies of your work using Dropbox or Google Docs, in addition to your own computer or thumb drives, as secure places to save copies of your work. This may ensure you will have a range of choices when you assemble your Pathway materials and write the Pathway reflection essay.

### **Texts:**

- Donna Freitas, *Sex and the Soul*
- Jessica Valenti, *The Purity Myth*
- Course reader available at the bookstore
- Additional short readings will be linked through our CAMINO page.

### **Content Warning:**

At times during this quarter we will be discussing issues that may be disturbing or even traumatizing to some. If you ever feel the need to step outside for part or all of the class time, you should do so. There will be no penalty for doing so, but you *must* check in with me via email about it, and you will be responsible for any material you missed. So, if you do leave for a significant amount of time, it is advised that you get notes from a friend or meet with me individually.

If you feel the need to discuss deeper issues raised for you by this class, please let me know; I am happy to chat with you during office hours and, if needed, to put you in touch with other campus resources. CAPS (Counseling and Psychological Services) may be reached at 408-554-4501 or <http://www.scu.edu/cowell/caps>.

### **Course Requirements:**

1. **Readings, Key Learnings, Quizzes, and Short Participation Assignments:**  
Reading should be done for each day's assignment, whether or not you are assigned to submit anything in writing for that day. Discussion will be a KEY component of this course, and it is impossible to participate intelligently in class discussion without doing the readings. On many weeks, you will be

assigned one day for which you should prepare very short reflections (“**key learnings**” [KLS]) from that day’s readings. These are NOT formal essays and can even be done in bullet point format. You should use them to describe briefly (1/2 page or so—I will not comment if it is too long) 3-4 main points the author is making, and at least one thoughtful question that the reading raises for you. **Please turn these in online, into the designated dropbox, before** the class for which they are assigned. Other days (noted in syllabus) you will be required to contribute to a **discussion board** or other short assignment. **Important: these KLS and short assignments cannot be made up, so please do not forget to submit them.** Failure to complete these on time WILL negatively affect your participation grade for the course. I will not be correcting/letter grading these assignments but rather will use them to evaluate whether you have done the reading and taken the assignment seriously. If it appears to me that you have not done so, this will affect your participation grade for the class. If it appears to me that the reading is not being done for this class, I reserve the right to hold unannounced **quizzes** on the reading, which will factor into your participation grade. (*Supports all course goals as well as RTC objective 3.1.*)

2. **Class Discussion:** I expect you to participate *consistently, actively* and *respectfully* in all class discussions; this is a basic requirement of level three Religious Studies courses. Thoughtful participation in class (through respectful discussion, asking honest questions, answering questions honestly, making comments based on your knowledge of the reading and your considered personal experience, thoughtfully filling out all group writing assignments, etc.) will be required in order to attain an “A” or “A-” in the class. If you are having trouble finding ways to participate in this communal learning environment, please see me. (*Supports all course goals and both RTC objectives.*)
3. **Anonymous Short Paper:** Students will write an anonymous short (3-5 page), experientially-based paper on one of three topics: premarital sex; the relationship between alcohol and sex; or sexual coercion (including “date rape”). In this paper, you will include your own decision-making process and/or **experiences** regarding your topic, including the sources that have influenced your thinking and practices. You will also seek to articulate the consequences of the choices you have made on yourself and on others, as well as on your own sense of how these experiences have shaped your perception of who you are (self-identity). Unless you give explicit permission to the contrary, this paper will be read **only** by the professor (without names attached). (*Supports course goal 2 and RTC objective 3.2.*)
4. **Short Analytical Paper:** Students will write a short paper (2-3 pages, double-spaced, 12-point font) comparing the approach to sex in moderate Catholic author Vincent Genovesi with the thought/approach of “third-wave” feminist Jessica Valenti. A more specific prompt will be given in class. (*Supports course goal 1 and RTC objective 3.1*)

5. **Midterm Exam:** The midterm exam will be comprehensive (to that point) and will cover material both from in-class discussion and assigned readings. It will be in short-answer and essay format, and it will specifically seek to assess that you have understood and engaged various theological and philosophical ethical approaches to the issues under consideration in this class. (*Assesses course goal 1 and both RTC objectives, especially 3.1.*)
6. **In-Class Debate OR Presentation:** You will participate in a small group (of 3-4 students) debating (or, in some cases, presenting) one of several topics related to the course material. Each group should collaborate to present a well-defined position/presentation in class. Each student will also submit two short writing assignments in conjunction with his/her debate/presentation: a 1-2 page (double-spaced) reconstruction of the argument of a *scholarly journal* article related to his/her topic; **and** a 1-2 page (double-spaced) reflection on insights gained from the debate/presentation itself. More detailed guidelines will be given in class. Grading on the debate/presentation will be individual, but part of your grade will reflect how well your arguments cohere with those of your teammates. Peer grading will also play a role. (*Supports course goals 1 and 3 and both RTC objectives.*)
7. **Dating OR Texting/Social Media Writing Assignment:** All students will be required to take part in one of two experiential assignments: **a)** to go on (or arrange for two others to go on) a traditional date (yes, you read that correctly); or **b)** to take a 7-day complete “fast” from texting and all social media sites. In either case, you will be required to write up your reflections of the experience in a two-page paper. Further instructions will be given.
8. **Final Integrative Essay:** This paper will be an 8-10 page critical/constructive essay integrating your own insights with those from the relevant readings in order to construct a sexual ethic that is compelling to you. Drawing upon the readings for this class, you will identify **and engage** at least two (or more) normative approaches to sexual ethical theory as they apply to one issue facing contemporary society (for example, non-marital sex or sex without long-term commitment; same-sex partnerships; or sexual violence). You should support your interpretation of these approaches with citations from the readings themselves; internal citations are fine (e.g.: Freitas, 60). A more detailed prompt will be distributed in class. **You will then integrate what you consider to be the most persuasive of these approaches and insights, in light of your own *considered* experience, into a coherent and defensible ethical position.** (*Supports and assesses all course goals; assesses RTC objectives 3.1 and 3.2.*)
9. **EXTRA CREDIT:** Extra credit opportunities may be offered from time to time. To earn extra credit, you will need to attend the entire event and do a short (one single-spaced page) write-up/reaction connecting the event to the issues of this course. A maximum of two extra credit assignments may count

for this class. Each extra credit write-up may substitute in for one missed KL, participation assignment, or absence.

### **Assessment and Grading:**

- Participation (includes KLS; in-class participation; attendance; quizzes, discussion boards and surveys; anonymous short paper; and dating/Facebook assignment): 25%
- Short Analytical Paper 10%
- Midterm 20%
- Debate/Small Group Presentation and Related Writing Assignments: 15%
- Final Integrative Essay: 30%

### **Course Policies:**

1. **Attendance:** Your attendance and active participation are essential to your success in this class as well as to the quality of our communal learning. You will be responsible for signing the attendance sheet every day. If you forget to sign, you will be marked absent for the day. PLEASE DO NOT sign in another person. Please also DO NOT sign the attendance sheet and then leave; you will be marked as absent for the day if you do this. **Frequent tardiness or more than three absences (for ANY reason) will negatively impact one's final grade for the course.** If illness or family emergency requires you to be absent for more than two class periods, you *must* initiate a meeting with the professor (at least by phone) to discuss. Six or more absences (1/5 of class periods) may result in a **failing grade for the course** unless reasons and makeup plans are approved by the professor. *Please do not ignore this absence policy! Attendance and active participation is ESSENTIAL in a class like this, and your grade will reflect how seriously you take this policy.*

If you are forced to miss any class, YOU are responsible for learning what took place in class, turning in assignments that are due, and for any material or instructions delivered in class. *Find a friend to tell you what happened in class.*

2. **Lateness:** Please **do not be late to class.** Lateness is disruptive to the class and indicates a lack of respect for the people in this course and for the work that we do together. Three instances of tardiness count as one absence.
3. **Use of Technology in Class:** The use of cell phones, laptops, iPods, etc. is not allowed in this class, except by explicit permission of the instructor. Please turn cell phones off and **put them away.** **Violating this policy will result in a lowered FINAL grade for this course. Disregard this policy at your own peril!** Think of this rule as providing a welcome BREAK from your "wired" relationships, so that you can be present to the relationships in our classroom. ***If you MUST use a laptop in class, you must meet with the professor to sign a waiver. This will be allowed only when absolutely necessary.***
4. **Late Work:** All work must be submitted at the beginning of class on the date that it is due. I prefer to see no late work at all. The grade for late work will be

lowered at the instructor's discretion, most often by one letter grade for each calendar day that it is late. Extensions will only be granted for *very good* reason and when the student has negotiated with the professor *before* the due date.

5. **Spelling and Grammar:** In this class, you will be writing in the persuasive/argumentative style. Because the purpose of such writing is to convince the reader of a particular point of view, spelling and grammar can function either to enhance or to impede your argument. In addition, special attention to the spelling and grammar with which you write is an important overall communication skill. For these reasons, **spelling and grammar will affect your grade**, and papers with significant spelling/grammar errors are ineligible for an "A" or "A-" grade. If your paper contains excessive errors in spelling, grammar, or punctuation which detract from my ability to understand or follow the point you are making, it **will be returned to you ungraded** for you to revise and will no longer be eligible for an "A" or "A-" grade. I encourage you to proofread your work carefully.
6. **Academic Honesty and Integrity:** Students must complete the work for this course in a manner consistent with university policies regarding academic honesty and integrity; please refer to the university's policy on academic integrity: <http://www.scu.edu/provost/policy/academicpolicy/upload/revised-Academic-Integrity-protocol-6-17-12.pdf>. Any student who violates these policies will receive *at least* a failing grade for the particular assignment and, in repeated or flagrant cases, for the entire course. **PLEASE BE CAREFUL TO CITE YOUR SOURCES in your papers! I take violations of academic integrity VERY seriously and do not hesitate to refer students to the SCU Office of Student Affairs when appropriate.**
7. **Disability Accommodation Policy:** To request academic accommodations for a disability, students must be registered with Disabilities Resources, located in Benson, room 216. In order to register, please go on-line to [www.scu.edu/disabilities](http://www.scu.edu/disabilities). You will need to register and provide professional documentation of a disability prior to receiving academic accommodations. It is best to read "Required Documentation" on the website before starting the registration process in order to determine what is needed. You may contact Disabilities Resources at [408-554-4109](tel:408-554-4109) if you have questions.

**Grading Rubric:**

99-100	A+	80-82	B-	63-33	D
94-98	A	77-79	C+	60-62	D-
90-93	A-	73-76	C	< 60	F
87-89	B+	70-72	C-		
83-86	B	67-69	D+		

**A** = Exceptional academic performance. Demonstrates mastery of the material. Excellent preparation for each class, and thoughtful and respectful class participation.

All work displays uncommonly strong and original critical analysis. Essays are well-documented and arguments are well-supported; and counter-arguments are carefully considered. Communication of your own arguments is thoughtful, nuanced, and imaginative. Written work is free from spelling and grammatical error.

**B** = Very good academic performance. Demonstrates competency of the material. Prepared for class and thoughtfully engaged in class discussion. Essays are organized, clear, and well-written. Presentation of your positions is done thoughtfully and carefully.

**C** = Satisfactory academic performance. Minimally prepared for class and only halfheartedly engaged with the material. Essays may have some good qualities or insights but also may be insufficiently thorough or organized; or demonstrate inadequate thoughtfulness, clarity, or attention to nuance.

**D** = Minimal academic performance. Substandard work and preparation. Essays are insufficiently argued or are incoherent.

**F** = Failure. Participation and written/oral work bear little relationship to the expected standards of the class.

#### DETAILED SCHEDULE:

Introduction to (Sexual) Ethics	WEEK 1	
	Wed 3/30	<ul style="list-style-type: none"> <li>Syllabus review</li> <li><b>Questions to ponder:</b> <i>Who am I? What does it mean to be a responsible sexual being? How ought I to live?</i></li> </ul>
	Fri 4/1	<p><b>Approaches to Christian Ethics and Sources of Christian Ethics</b> Read for class:</p> <ul style="list-style-type: none"> <li>Mattison, "Morality, Happiness and 'the Good Life: How do I Live my Life and Why do I Live it that Way?'" (link on Camino)</li> <li>McGarvey, "The Sexual Devolution" (from <i>America</i> magazine; link on Camino)</li> <li>Complete informational sheet in class</li> </ul> <p><b>Assignment Due:</b> ALL students please take the anonymous Survey on Hookup Culture at SCU, posted to the CAMINO page.</p> <p><i>~No Kls due~</i></p>
Experience, Embodiment, and Gender Identity	WEEK 2	
	Mon 4/4	<p><b>College Hookup Culture I: The Hookup Scene</b> <u>Read:</u> Donna Freitas, <i>Sex and the Soul</i>:</p> <ul style="list-style-type: none"> <li>Introduction ("Welcome to College") <b>and</b></li> <li>Chapter 7 ("Hookups, Ho's, and Losing It")</li> <li><u>Optional (but a short, fun read):</u> Joel Walkowski, "Let's Not Get to Know Each Other Better" (NYT article, linked on Camino)</li> </ul> <p><i>~ Kls Group A due: Students with last name beginning A-G ~</i></p>

Experience, Embodiment, and Gender Identity, cont'd	Wed 4/6	<p><b>College Hookup Culture II: Romance and Spirituality</b>  Read: Freitas, <i>Sex and the Soul</i>:</p> <ul style="list-style-type: none"> <li>• Chapter 5 (“Wanted: A Little Romance”) <b>and</b></li> <li>• Chapter 9 “Dividing Sex from the Soul” <b>and</b></li> <li>•</li> </ul> <p><b>~Kls Group B due: Students with last name beginning H-M ~</b></p>
	Fri 4/8	<p><b>The Social Construction of Maleness</b> (guest presenter: Lester Deanes, Assistant Dean of Student Life)  Watch before class: “The Mask You Live In” (This film can be accessed on the library website. Click on “Streaming Videos/eBooks” and enter the title into the search box. You will need to sign in using your SCU credentials.)</p> <p><b>~ Kls Group C due: Students with last name beginning N-Z ~</b></p>
	<b>WEEK 3</b>	
	Mon 4/11	<p><b>The Social Construction of Femaleness</b>  Read: • Wolf, “The Beauty Myth” (in Course Reader)  • <i>Optional (but interesting!)</i>: Freitas, <i>The End of Sex</i>, Chapter Four (“Learning to Play the Part [of Porn Star]: The Sexualization of College Girls”)  <b>Assignment De:</b> Please bring in one image from the media (e.g. advertisement or other) that depicts the erotic. (No porn!)</p> <p><b>~Kls Group A due~</b></p>
	Wed 4/13	<p><b>Sex in Popular Culture: <i>Dreamworlds</i></b>  • <b>Assignments Due: → Anonymous paper</b></p> <p><b>~no Kls due~</b></p>
Tradition and Its (Cultural) Critics	Fri 4/15	<p><b>Roman Catholic Approaches to Sex</b>  Read: Vincent J. Genovesi, “The Issue of Premarital Sexuality” (Chapter 5, pp. 146-181)</p> <p><b>~Kls Group C due~</b></p>
	<b>WEEK 4</b>	
	Mon 4/18	<p><b>Humanae Vitae and the History of Sex in the Church</b>  Read: Vincent J. Genovesi, “A Context for the Meaning and Morality of Human Sexuality” (Chapter 4, pp. 114-145)  BRING: Copy of <i>Humanae Vitae</i> (available on CAMINO)</p> <p><b>~Kls Group A due~</b></p>



Tradition and Its (Cultural) Critics, cont'd	Wed 4/20	<p><b>Rethinking the Concept of Purity</b></p> <p>Read:</p> <p>Jessica Valenti, <i>The Purity Myth</i>:</p> <ul style="list-style-type: none"> <li>• "Introduction" <b>and</b></li> <li>• Chapter 1: "The Cult of Virginity"</li> </ul> <p><i>~Kls Group B due~</i></p>
	Fri 4/22	<p><b>Rethinking the Concept of Purity (cont'd)</b></p> <p>Read:</p> <p>Valenti, <i>The Purity Myth</i>:</p> <ul style="list-style-type: none"> <li>• Chapter 2: "Tainted Love" <b>and</b></li> <li>• Chapter 9: "Sex, Morals, and Trusting Women"</li> <li>•</li> </ul> <p><i>~No Kls due~</i></p>
Revisionist Christian Approaches	<b>WEEK 5</b>	
	Mon 4/25	<p><b>Virtue Ethics</b></p> <p><i>Optional Reading (we will review in class):</i> Aristotle, <i>Nicomachean Ethics</i>, Book II: "Moral Virtue" (selections—link on Camino)</p> <p><b>Assignments Due:</b></p> <p>1) → <b>Short comparative/analytical paper due</b></p> <p>2) <b>Think about:</b> What virtues do you strive to embody in your life? What virtues would you like to achieve, by the end of your life?</p> <p><i>~No Kls due ~</i></p>
	Wed 4/27	<p><b>Virtue Approaches to Sex</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Keenan, "Virtue Ethics and Sexual Ethics" (in Course Reader)</li> <li>• Massey, "Against Chill" (linked on Camino)</li> <li>• <i>Optional:</i> Lisa Fullam, "Thou Shalt: Sex Beyond the List of Don'ts" (linked on Camino)</li> </ul> <p><i>~Kls Groups B due~</i></p>
	Fri 4/29	<p><b>Catholic Natural Law <u>Feminist</u> Approaches to Sex</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Margaret Farley, "Framework for a Sexual Ethic: Just Sex" (in Course Reader)</li> </ul> <p><i>Optional, but interesting for background:</i> (both linked on Camino)</p> <ul style="list-style-type: none"> <li>• "Vatican Scolds Nun for Book on Sexuality" (NYT article)</li> <li>• Maureen Dowd, "Is Pleasure a Sin?" (NYT editorial)</li> </ul> <p><i>~Kls Group C due~</i></p>

<b>Revisionist Christian Approaches, cont'd</b>	Mon 5/2	<p><b>Sex in the Bible</b>  Read:</p> <ul style="list-style-type: none"> <li>• <u>Listen</u> to first 16 minutes (stop at 15:43, "...in some parts of our society") of God Complex Radio clip (linked on Camino)</li> <li>• Jennifer Wright Knust, "The Bible and the Joy of Sex," Chapter 1 in <i>Unprotected Texts</i> (linked on Camino)</li> </ul> <p>~No Kls due~</p>
	Wed 5/4	<p><b>Liberationist Approaches to Sex</b>  Read: Marvin Ellison, "Reimagining Good Sex: The Eroticizing of Mutual Respect and Pleasure" (in Course Reader)</p> <p>~No Kls due~</p>
	Fri 5/6	<b>MIDTERM EXAM</b>
<b>Human Vulnerability</b>	<b>WEEK 7</b>	
	Mon 5/9	<p><b>Vulnerability, On-Line and Off</b>  Read: • Lebacqz, "Appropriate Vulnerability" (in Course Reader)  • <i>Optional</i>: William Deresiewicz, "Faux Friendship" (linked on Camino)</p> <p><b>Assignment Due:</b> Please be prepared to offer in class something that you like/dislike about Lebacqz's treatment of the concept of "appropriate" vulnerability.</p>
	Wed 5/11	<p><b>Debate on Sexting</b>  Read: "A Girl's Nude Photo, and Altered Lives" (NYT article)</p> <p><b>Assignment (due by classtime):</b> Post to our CAMINO discussion board a short response (&lt;100 words) to this NYT article. Where does the problem lie, in this situation? What norms or values <i>should</i> govern the sharing (by text) of explicit images?</p>
<b>Sexual Objectification and Sexual Violence</b>	Fri 5/13	<p><b>Debate on Prostitution</b>  Read:</p> <ul style="list-style-type: none"> <li>• Peterson-Iyer, "Prostitution: A Feminist Ethical Analysis" (available through the SCU library) (linked on Camino; you will need to sign into library with your SCU ID); <b>and</b></li> <li>• Moran, "Buying Sex Should Not Be Legal" (very short NYT article, linked on Camino)</li> </ul> <p><b>Assignment (due by classtime):</b> Based on your reading, post to our CAMINO discussion board your thoughtful response (&lt;100 words) to the question: Generally speaking, to what degree is the choice to engage in prostitution a <u>free</u> choice? (Please consider what you mean by "free.")</p>

Sexual Objectification and Sexual Violence, cont'd	<b>WEEK 8</b>	
	Mon 5/16	<p><b>Prostitution (cont'd) and Human Sex Trafficking</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• "Introduction: The Girl Effect" (ppxi-xxii) <b>and</b></li> <li>• "Prohibition and Prostitution" (Chapter Two, pp. 23-45) in <i>Half the Sky</i> (both in Course Reader)</li> </ul> <p><b>Assignment (due by classtime):</b> Post to CAMINO discussion board your response (&lt;100 words) to the Kristof and WuDunn reading. Specifically: What should our response be to these stories/realities? Are there any connections to be drawn between the <i>unfree</i> sex (of human sex trafficking) and more general sexual or gender-related societal patterns?</p>
	Wed 5/18	<p><b>Sexual Assault on Campus</b></p> <p>Read: • Valenti, Chapter 7 "Public Punishments"</p> <ul style="list-style-type: none"> <li>• "The Case of Morgan Shaw Fox" (linked on Camino)</li> </ul> <p><b>Assignment (due by classtime):</b> Post to our CAMINO discussion board a short (&lt;100 word) response to case of Morgan Shaw-Fox, <i>in light of Valenti's discussion. Do you agree with her interpretation of this case?</i></p>
	Fri 5/20	<p><b>Sexual Assault on Campus (cont'd)</b></p> <p>Read: Anonymous papers on sexual violence (on Camino)</p>
Commitment and Non-Commitment in Relationships	<b>WEEK 9</b>	
	Mon 5/23	<p><b>Same-Sex Sexual Relationships:</b> Guest speakers</p> <p>Read: TBA</p> <p><b>Assignment:</b> Please bring to class one question (on a 3 x 5 index card) to submit to our guest speaker. <b>Put your name on the card in order to receive credit for this assignment.</b></p>
	Wed 5/25	<p><b>Dating; Commitment and Marriage</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Sales, "Tinder and the Dawn of the Dating Apocalypse" -- Vanity Fair article (linked on Camino)</li> <li>• <i>Optional:</i> DeLorenzo, "On Tinder and the Project of Human Character" (linked on Camino)</li> </ul> <p><b>Assignment Due:</b> Dating or Social Media/Texting Fast Papers</p>
	Fri 5/27	<p><b>Presentations on Same-Sex Marriage/Marriage Equality; and Transgender Sexuality</b></p> <p>Read: Patrick Cheng, "What Is Queer Theology?" (linked on Camino)</p>

Commitment and Non-Commitment	<b>WEEK 10</b>	
	Mon 5/30	<b>No Class—Memorial Day</b> <u>Read:</u> Anonymous papers (Camino)
	Wed 6/1	<b>Debate on Hookup Sex</b> <u>Read:</u> • Kari-Shane Davis Zimmerman, “In Control? The Hookup Culture and the Practice of Relationships” (linked on Camino)
Bringing It All Together	Fri 6/3	<p><b>Wrap-Up</b> BRAINSTORMING SESSION: What does it mean to be a responsible sexual being? What does a sexually just, healthy, and life-giving campus culture look like?</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Freitas, <i>Sex and the Soul</i>: Chapter 10 “Seeking a Sexy Spirituality for Students on Campus”</li> <li>• <i>Optional</i>: Freitas, <i>The End of Sex</i>, Conclusion (“A New Kind of Sex Education”)</li> </ul> <p><b>Assignment:</b> Formulate ONE NEW INSIGHT based on anonymous papers to bring to the final class discussion. <b>Bring this insight to class!</b></p>

→ **Final papers** (integrative essays) must be submitted to Camino **AND** IN HARD COPY TO THE RELIGIOUS STUDIES OFFICE (3<sup>rd</sup> floor of Kenna, inside the glass door on the EAST side of the building—the side nearest the law school!) no later than **Tuesday, June 7 at noon**. (Don’t forget to turn it in online as well!)