



Class: Teams, TuTh11-12:15

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

Informational questions:

Being able to

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)

alley with the trash. Sometimes,

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

_____ By 9 pm on the night before class, the group responsible for tracing the argument will create a section of

these concepts can help everyone. I hope you'll find it fun and rewarding. Note: For the purposes of

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Queer Virtue: What LGBTQ People Know