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**Bib Studies 5255 A:**

**Gender and Sexuality in Ancient Christianity**

**Fall 2021**

**Course Information**

**Gender and Sexuality in Ancient Christianity**

Bib Studies 5255 A

Class Location, Thursdays, 8:30AM-11AM

Prerequisites/Antirequisites: None

Instructor: Dr. Jennifer Quigley

Contact: jquigle9@uwo.ca

Office Location: A 218

Office Hours Tuesdays 11-12; Thursdays 11-12:30 <https://calendly.com/drquigley/officehours>. Need a different time? Email to set something up!

**Enrollment Restrictions**

Enrollment in this course is restricted to graduate students in Theology, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student’s home program.

**Course Description**

This course studies topics related to gender and sexuality in selected texts from the New Testament and the literature of Early Christianity.

**Learning Outcomes / Objectives**

1. To engage with a variety of ancient literature, including New Testament texts, which reflect upon the intersections of religion, gender, and sexuality.
2. To investigate early Christian texts as a record of struggle and debate over key social, political, ethical and theological issues related to gender and sexuality, and to understand and articulate your own ethics of interpretation.

3) To investigate the diverse ways in which contemporary Christians use biblical texts to justify a wide variety of practices and theological positions related to gender and sexuality.

4) To practice reading and interpreting texts with cultural sensitivity, ethical awareness, and a critical understanding of their histories, interpretations, and applications in society. The course encourages you to look not only at contemporaneous literary evidence, but also to see what material evidence allow us to reconstruct more fully practices of religion, politics, and culture at the time. You will be asked to notice in the text the absence or presence of slaves, women, and those of low status. How do power and persuasion function in any text? You will gain skills of historical analysis and critical inquiry which you can transfer to other areas of inquiry, really to any objects or texts that you study.

**Textbooks and Course Materials**

Books in higher education are a significant and frequently burdensome expense. It is my goal for this course not to add to that burden. Thus, all readings for this course will be either in the reference section of the library, on reserve, or available online. You do not need to purchase any new books for this course. You will need a close translation of the New Testament, with annotations. I recommend either the Harper Collins Study Bible or the Oxford Annotated New Testament, although if you already own a favorite bible, come ask me and I’ll let you know if it will work. Both of these and other bibles are available in the library’s reference sections.

If you have funds (it is expensive), and you hope to do more work in this area, I highly recommend:

1. *The Oxford Handbook of New Testament, Gender, and Sexuality*, ed. Benjamin Dunning

**Methods of Evaluation**

1) **Participation**. 25% This includes your physical attendance in class as well as your active participation in class discussions. You are allowed one absence from class; after that, absences will be counted against your participation grade. This is because your intellect, presence, and thoughtful listening and comments contribute both to the success of the class as a whole and to your development in the class!

2) **Scholarly journal.** (approx. 300 words/week). 25% Prompts will be provided for most weeks. Think of this as an academic diary that lets you explore. Entries are not individually graded. The purpose of this journal is a) to keep a running train of thought, b) to note questions and insights regarding readings, and c) to establish notes and other materials that are useful for the midterm, for your final project, and for your work beyond this class. **Entries are due by the end of the day on Tuesday**. Take a little time to look at your colleagues’ blog posts before coming to class.

3) **Midterm.** 25% This will take the form of a 48 hour take home exam. All questions will be provided well in advance.

5) **Final project.** 25% This, in some cases, will take the form of a final research paper, approx. 15 pages in length. I am very open to alternatives of similar length to fit your own context. Alternatives include, but are not limited to, a sermon series integrating scholarship on gender and sexuality into preaching in a local context (brief description of context, full manuscripts with annotations/footnotes, etc.), or a small group study (brief description of context, full lesson plans with annotations/footnotes, etc.), a podcast, video, etc. All project topics and forms must be approved by the instructor in advance.

**Deadlines and Late Assignments**

Because your voice is important to our scholarly conversation, late reading journals will not be graded. Arrangements for major assignment extensions must be made in advance with the instructor. Every day the final project is late will result in a half letter deduction from that assignment’s grade.

**Syllabus (subject to change and revision according to the needs of the class)**

*Readings and are to be completed before each class day, unless otherwise noted. Note: readings with “cw” indicate a content warning in order to disclose particular themes present in the text.*

09/09 **Introduction to Course**

*In Class: syllabus review, the genderbread person; the gender unicorn:* [*https://www.genderbread.org/resource/genderbread-person-v4-0-poster*](https://www.genderbread.org/resource/genderbread-person-v4-0-poster)*.*

[The Gender Snowperson](https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS-Lesson-Gender-Snowperson.pdf?mtime=20210509204029&focal=none)

[Gender Unicorn — PFLAG Temecula](https://www.pflagtemecula.org/genderbreadperson)

09/16 **Contextualizing Gender and Sexuality in the Ancient World**

**For your weekly response**:

Plato, Symposium 172a-192 (cw:pederasty)

Lesley Dean-Jones,“Cultural construct of the female body **in** classical Greek science,” in *Women’s History in Ancient History*

Josephus, *Against Apion*, 2.201

Benjamin Dunning, “The New Testament and Early Christian Literature in the History of Gender and Sexuality” *Oxford Handbook*

09/23 **Women’s Leadership in Political and Religious Life in Antiquity**

**For your weekly response:**

Watch Laura Nasrallah’s short lecture video, “Women in Religious and Political Life in the Ancient World,” Under the 1 Corinthians Heading

[Early Christianity: The Letters of Paul (yalepages.org)](https://lettersofpaul.yalepages.org/videos.html)

Romans 16

Bernadette Brooten, *Women Leaders in the Ancient Synagogue*, Chapter 1.

The Pliny-Trajan Correspondence: <http://faculty.georgetown.edu/jod/texts/pliny.html>

09/30 **Paul, Race, and Gender: Intersections and (In)visibilities**

1 Corinthians, 1 Thessalonians

Melanie Johnson-DeBaufre, "'Gazing Upon the Invisible': Archaeology, Historiography, and the Elusive Wo/men of 1 Thessalonians" in *From Roman to Early Christian Thessalonikē.*

Angela Parker, “Feminized-Minoritized Paul? A Womanist Reading of Paul’s Body in the Corinthian Context” in *Minoritized Women Reading Race and Ethnicity: Intersectional Approaches to Constructed Identity and Early Christian Texts \**If you haven’t read Womanist scholarship before, make sure to read Alice Walker’s definition assigned in a few weeks)

M Adryael Tong, “Gender and Sexuality in Postcolonial Perspective” in *Oxford Handbook*

10/07 **Sexuality in the New Testament**

Romans 1, 1 Corinthians

Stephen Moore, "Sex and the Single Apostle," *God's Beauty Parlor and other Queer Spaces around the Bible*

Joseph A. Marchal, “Prelude: Before and After,” *Apalling Bodies*

Midori E. Hartman, “A Little Porneia Leavens the Whole: Queer(ing ) Limits of Community in 1 Corinthians 5 in *Bodies on the Verge: Queering Pauline Epistles*

10/14 **Marriage, Celibacy, and Ecclesial Authorities**

1 Corinthians (esp 1 Cor 7), The Acts of Paul and Thecla: <https://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/thecla.html> , 1 Timothy

Susan Hylen, *Thecla: A Modest Apostle*, chapter 3-4

10/21 **Slavery, Gender, and Sexuality**

1 Corinthians, Acts

Tyler Schwaller, “A Slave to All:” The Queerness of Paul’s Slave Form,” in *Bodies on the Verge*

Jennifer Glancy, “Bodies and Souls: The Rhetoric of Slavery” in *Slavery in Early Christianity*

10/28 **Gender in the Gospels: Womanist Approaches**

John 4, Matthew 2, 15:21-28; Mark 7: 24-30

Mitzi Smith, *Womanist Sass and Talk-Back,* Chapter 2 and 3

(ReRead) Alice Walker’s definition of a “Womanist,” *In Search of Our Mothers’ Gardens*

Margaret Aymer, “Audacious Courageous, Willful: Reading the Enslaved Girl of Acts 12,” in *Womanist Interpretations of the Bible*

11/4 **Fall Reading Week, Midterm during this time period**

11/11 **Mary of Magdala**

Luke 8:2-3, Mark 16, John 19:25-20:18, the Gospel of Mary <http://gnosis.org/library/marygosp.htm>

Jane Schaberg and Melanie Johnson-DeBaufre, *Mary Magdalene Understood*, Chapter 1, Chapter 3

Watch: an Interview with Elizabeth Schrader’s work on textual criticism and Mary Magdalene in the Gospel of John (Short summary here: <https://www.youtube.com/watch?v=rfy6oiB_U-A)> if you are a bible nerd and have more time, I recommend the full interview (<https://www.youtube.com/watch?v=PThZ6XEp4qw>)

011/18 **Beginnings and Endings:** **Gender and Sexual Violence**

Hypostasis of the Archons, <http://www.gnosis.org/naghamm/Hypostas-Barnstone.html> (cw: rape)

Revelation (cw: sexual violence)

Celene Lillie, *The Rape of Eve: The Transformation of Roman ideology in three Early Christian retellings*, excerpts from Chapter 3,5 (cw: rape)

Chris Frilingos, “Sexing the Lamb,” *New Testament Masculinities*

Avaren Ipsen, “The Whore Babylon: Violence Against Prostitutes” in *Sex Working in the Bible* (cw: sexual violence)

11/25 **The Arena of Gender: Martyrdom in early Christianity (AAR/SBL Class completed asynchronously, no weekly journal)**

*Final Project Topics must have faculty approval by this date*

The Martyrdom of Perpetua and Felicitas, <https://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/perpetua.html>

The Letter of Vienne and Lyons: <http://www.earlychristianwritings.com/text/viennalyons.html>

Stephanie Cobb, *Dying to Be Men,* Chapter 5

12/2 **Dress, Gender, and Sexuality**

Tertullian, *On the Pallium*

Cyprian, *On the Dress of Virgins*

Kristi Upson-Saia, *Early Christian Dress: Gender, Virtue, and Authority*, chapter 3

12/10 **Final Projects Due**

**Course Bibliography**

*Ancient Literature*

1 Corinthians

1 Thessalonians

Acts of the Apostles

Cyprian, *On the Dress of Virgins*

*Hypostasis of the Archons*

John

Josephus, *Against Apion*

Luke

Mark

Matthew

Plato, *Symposium*

Revelation

Romans

Tertullian, *On the Pallium*

*The Acts of Paul and Thecla*

*The Letter of Vienne and Lyons*

*The Martyrdom of Perpetua and Felicitas*

*Scholarly Literature*

Aymer, Margaret. “Audacious Courageous, Willful: Reading the Enslaved Girl of Acts 12,” in *Womanist Interpretations of the Bible* (SBL Press, 2016).

Brooten, Bernadette. *Women Leaders in the Ancient Synagogue* (Brown University Press, 1982).

Cobb, Stephanie. *Dying to Be Men: Gender and Language in Early Christian Martyr Texts* (Columbia University Press, 2008).

Dean-Jones, Lesley. “Cultural construct of the female body **in** classical Greek science,” in *Women’s History and Ancient History* (UNC Press, 1991).

Dunning, Benjamin. “The New Testament and Early Christian Literature in the History of Gender and Sexuality,” in *Oxford Handbook of New Testament, Gender, and Sexuality* (Oxford University Press, 2019).

Frilingos, Chris. “Sexing the Lamb,” in *New Testament Masculinities* (SBL Press, 2003).

Glancy, Jennifer. *Slavery in Early Christianity* (Fortress Press, 2006).

Hartman, Midori E. “A Little Porneia Leavens the Whole: Queer(ing ) Limits of Community in 1 Corinthians 5,” in *Bodies on the Verge: Queering Pauline Epistles* (SBL Press, 2019).

Hylen, Susan. *A Modest Apostle: Thecla and the History of Women in the Church* (Oxford University Press, 2018).

Ipsen, Avaren. *Sex Working in the Bible* (Routledge, 2014).

Johnson-DeBaufre, Melanie. "'Gazing Upon the Invisible': Archaeology, Historiography, and the Elusive Wo/men of 1 Thessalonians" in *From Roman to Early Christian Thessalonikē: Studies in Religion and Archaeology* (Harvard University Press, 2011)*.*

Lillie, Celene. *The Rape of Eve: The Transformation of Roman ideology in three Early Christian retellings* (Fortress Press, 2017).

Marchal, Joseph. *Apalling Bodies: Queer Figures Before and After Paul’s Letters* (Oxford University Press, 2020).

Moore, Stephen. *God's Beauty Parlor and other Queer Spaces in and around the Bible* (Stanford University Press, 2002).

Parker, Angela. “Feminized-Minoritized Paul? A Womanist Reading of Paul’s Body in the Corinthian Context” in *Minoritized Women Reading Race and Ethnicity: Intersectional Approaches to Constructed Identity and Early Christian Texts* (Lexington, 2020).

Schaberg, Jane and Melanie Johnson-DeBaufre. *Mary Magdalene Understood* (Bloomsbury Academic, 2006).

Schwaller, Tyler. “A Slave to All:” The Queerness of Paul’s Slave Form,” in *Bodies on the Verge: Queering Pauline Epistles* (SBL Press, 2019).

Smith, Mitzi. *Womanist Sass and Talk-Back: Social (In)Justice, Intersectionality, and Biblical Interpretation* (Wipf and Stock, 2018).

Tong, M Adryael “Gender and Sexuality in Postcolonial Perspective” in *Oxford Handbook of New Testament, Gender, and Sexuality* (Oxford University Press, 2019).

Upson-Saia. Kristi *Early Christian Dress: Gender, Virtue, and Authority* (Routledge, 2011).

Walker, Alice. *In Search of our Mother’s Gardens: Womanist Prose* (Harcourt Brace Jovanovich, 1983).

**Appendix to Course Outlines:**

**Faculty of Theology Academic Policies & Regulations 2021–2022**

**Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean and the Instructor to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work, and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

**Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

1. A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
2. Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: <https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf>.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: <https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf>. The appeals process is also outlined in this policy as well as more generally at the following website: <https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf>.

**Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

**Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

**Statement on the Recording of Class Activities**

Students may not record or distribute any class activity, including conversations during office hours, without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student’s own private use.

**Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

* the use of somebody else’s clicker in class constitutes a scholastic offence
* the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

**Academic Consideration for Missed Work: Medical or Non-Medical Absences & Accommodation**

MDiv and MTS students who are seeking academic consideration for missed work during the semester must consult with the Dean’s Office. MDiv and MTS students are excluded from using the Self Reported Absence option as that is restricted to bachelor-level students. Students may request academic consideration on medical grounds by contacting the Dean of Theology office at srice@huron.uwo.ca. To protect student privacy, details of the medical accommodation need only be disclosed to the Dean, who will communicate to the instructor(s) the necessary accommodation. Instructors may not request medical or other documentation from students. The Dean may require medical or other documentation, and the student may be required to complete the Student Medical Certificate, available online at

<https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf>. Following a determination of accommodation, the Dean will contact the instructor(s) and the student who will then arrange a new deadline for missed work.

Students seeking academic consideration for a non-medical absence (e.g. varsity sports, religious, compassionate, or bereavement) may be required to provide appropriate documentation to the Dean’s Office. All consideration requests must be directed to the Dean’s Office with notice also given to the instructor.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy on Academic Consideration for medical and non-medical absence at: <https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf>. Consult the Dean’s Office for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation (see above), students should contact Sandra Rice in the Dean’s Office at srice@huron.uwo.ca.

Your Faculty Advisor is also able to answer questions about your program and to assist with any concerns about academic matters. Contact them for a conversation whenever you need.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult with the Dean. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with your course instructor and the Dean, who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect your full-time status and therefore have implications for OSAP and/or Scholarship/Bursary eligibility.

An outline of the range of services offered to Huron students is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Learning Development and Success: <https://www.uwo.ca/sdc/learning/>

Accessible Education: <http://academicsupport.uwo.ca/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

**Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through <https://www.uwo.ca/health/>.