

T/PT 3051-i: Queer Theology and Pastoral Care

Working Syllabus
January 7 – 18, 2013
Mondays through Fridays, 7:00 – 9:00 p.m. ET
Sherrill 250

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Course Description

This course will provide a survey of lesbian, gay, bisexual, transgender, intersex, and queer (LGBTIQ) theologies from the 1950s through today, with a particular focus on the pastoral care of LGBTIQ persons. Theological topics to be covered include the sources of queer theology, a genealogy of LGBTIQ theologies, and classical theological doctrines as understood by LGBTIQ people. Pastoral care topics to be covered include LGBTIQ history, sexuality studies, scriptural texts of terror, coming out, pastoral counseling, same-sex unions and marriages, and spiritual direction.

Specific Learning Goals

- Obtain a general familiarity with queer and LGBTIQ theologies from the 1950s to today.
- Learn about the global history of people who have engaged in sexual and gender variant behaviors.
- Engage in online research for a creative project on a key figure in LGBTIQ religious history.
- Learn about key issues relating to LGBTIQ sexuality and pastoral care.
- Write an order of service, a sermon, and an adult education curriculum on a topic relating to queer theology and pastoral care.
- Satisfy the LGBTIQ history and sexuality studies requirements for those seeking ordination in the Metropolitan Community Churches.
- This course will honor multicultural worldviews, respect contributions by multiple voices, and be taught with a commitment to anti-racism.

Course Requirements

This course will have both lecture and discussion components. All students are expected to come prepared to participate actively in class discussions and in weekly online postings. Please note that this is an intensive class, and the assigned readings will range from approximately 50 to 140 pages per day. This syllabus is a work-in-progress, and the content of the course may change during the term. Any student who requires reasonable accommodation with respect to the course requirements as a result of disability must notify the instructor and the academic dean, and also provide written documentation of such disability. Specific requirements for full course credit include:

- 30% Attendance and active participation in class.
- 30% Daily posts on SurveyMonkey, due by 1:00 p.m. on the day of each class meeting.
- 10% A short creative project on an individual who you do not know and who is profiled in the LGBT

Religious Archives Network, which is found at <http://www.lgbtran.org>. The project is due via email to pcheng@eds.edu prior to class on Monday, January 14, 2013, and should also be posted on the Canvas course website.

30% A 12-15 page final project, consisting of (1) an order of worship service, (2) a sermon, and (3) a curriculum for a five-week adult education class series. All three parts should relate to a topic or theme of your choosing from the course. The final project is due by 5:00 p.m. on Wednesday, February 13, 2013, via email to pcheng@eds.edu.

1. Daily Posts on SurveyMonkey

By 1:00 p.m. on each day of class, please post one paragraph for each of the following three questions on SurveyMonkey. Please put your name in brackets at the beginning of each question, include citations to page numbers from the readings, and be sure that you answer all three questions.

- What in the readings surprised and/or excited you the most and why?
- What in the readings troubled and/or upset you the most and why?
- What in the readings would you like covered in class for clarification or further discussion and why?

You may wish to draft your posts in a word processing document so that you will have a copy of them for your records.

2. LGBT Religious Archives Network Short Creative Project

You will be asked to submit a short creative project on an individual who you do not personally know and who is profiled in the LGBT Religious Archives Network, which can be found at: <http://www.lgbtran.org>. The project is due via email to pcheng@eds.edu prior to class on Monday, January 14, 2013, and it should also be posted on the Canvas course website.

You may choose to write a poem, compose music and/or song lyrics, make a drawing or other work of art, write an icon, put together a short video or slide show with music, create a blog post with images, or use another medium of your choice. The project will be graded on the basis of creativity and the effort put into the assignment.

The project should be in a format that can be shared easily (e.g., drawings should be scanned), because it will be shared with your classmates on the Canvas online course management system. Please be sure to describe briefly the individual's significance to LGBTIQ religious history and why you chose this individual and her/his significance to your own ministry and vocational calling. Please also say a few words about the content and form of the project in light of your own social location and what you learned from the assignment.

3. Final Project

The final project is a 12-15 page paper that consists of the following three parts: (1) an order of worship service; (2) a sermon; and (3) a curriculum for a five-week adult education class series. All three parts should address a specific topic or theme of your choosing from the course. The final project is due via email to pcheng@eds.edu no later than 5:00 p.m. ET on Wednesday, February 13, 2013.

Course Grading Criteria

A level – Submits work on time; proposes creative ideas in class sessions and online posts; demonstrates critical and creative thinking in the short creative project and final project. No unexcused absences.

B level – Submits work on time; shows enthusiasm in class session and online posts; demonstrates cogent thinking in the short creative project and final project. No more than one unexcused absence.

C level – Does not submit work on time; shows minimal engagement with the class sessions, online posts, short creative project, and/or final project; or more than one unexcused absence.

No credit will be given for the class for anyone with three or more absences, whether or not such absences are excused.

Pass/Fail Option

Those who wish to take this course on a pass/fail basis need to inform me by the end of class on Friday, January 11, 2013. The pass/fail grading system is:

Pass: B or better
Marginal Pass: B-
Fail: Lower than B-

Note for D.Min. and Other Advanced Students

Course work for all Doctor of Ministry (D.Min.) students must demonstrate an advanced understanding of the nature and purposes of ministry, enhanced competencies in pastoral analysis and ministerial skills, and the integration of these dimensions into the theologically reflective practice of ministry. D.Min. students are encouraged to focus their course work on a particular subject germane to their anticipated thesis/project. D.Min. students are expected to do a significant research paper on a topic of to their program goals in addition to other course requirements. Please discuss the topic of your paper in advance with me.

Required Texts

The following required texts are available for purchase through the EDS online bookstore or the Harvard Coop. They are also available on reserve at Sherrill Library.

- Patrick S. Cheng, *From Sin to Amazing Grace: Discovering the Queer Christ*, ISBN 978-1596272385, \$20.00.
- Patrick S. Cheng, *Radical Love: An Introduction to Queer Theology*, ISBN 978-1596271326, \$20.00.
- David J. Kundtz and Bernard S. Schlager, *Ministry Among God's Queer Folk: LGBT Pastoral Care*, 978-0829817065, \$25.00.
- Deborah T. Meem, Michelle A. Gibson, and Jonathan F. Alexander, *Finding Out: An Introduction to LGBT Studies*, 978-1412938655, \$50.00.

The following required text is available for free from the Religious Institute website.

- Timothy Palmer and Deborah W. Haffner, *A Time to Seek: Study Guide on Gender and Sexual Diversity*, available at <http://bit.ly/O9MQLS>.

The other required readings for the course are marked with † in the course schedule below and are available on reserve and/or on Blackboard.

Extensions

Students who cannot finish the course requirements by February 13, 2013, must send a petition for an extension to Cecelia Cull in the Registrar's Office. She can be reached via email at ccull@eds.edu.

Course Schedule

Below is the tentative course schedule, which is subject to change. Please note that the readings marked with † below are available on the Canvas course website.

Class 1 – January 7

Please read the following before our first class meeting and also post a brief introduction of yourself on the Canvas course website.

The first daily post on SurveyMonkey is due at 1:00 p.m. on Monday, January 7, 2013.

Introduction; Definitions

- *Time to Seek*, pp. 7-11.
- “Queer Diversities,” in *Finding Out*, pp. 175-91.
- † “The Genderbread Person.”
- † Carter Heyward, “We’re Here, We’re Queer: Teaching Sex in Seminary,” in *Body and Soul*, pp. 78-96.
- † Laurel C. Schneider, “Queer Theory,” pp. 206-12.

Class 2 – January 8

LGBTIQ History

- “History,” in *Finding Out*, pp. 11-25, 43-57, 65-78, 91-105.
- † Neil Miller, *Out of the Past*, pp. 135-44.
- † Susan Stryker, *Transgender History*, pp. 31-57.
- Watch “LGBT Religious History Matters,” at <http://bit.ly/mLSBIu>

Class 3 – January 9

Queering Scripture; Genealogy of Queer Theology

- *Radical Love*, pp. ix-42.
- *From Sin to Amazing Grace*, pp. 1-13.
- † Robert E. Goss, *Queering Christ*, pp. 185-203.
- † Justin Tanis, “Gender Variance and the Scriptures,” in *Trans-Gendered*, pp. 55-84.
- † Timothy R. Koch, “Cruising as Methodology: Homoeroticism and the Scriptures,” in Stone, *Queer Commentary and the Hebrew Bible*, pp. 169-80.
- † Virginia Ramey Mollenkott, “Reading the Bible from Low and Outside: Lesbitransgay People as God’s Tricksters,” in Goss and West, *Take Back the Word*, pp. 13-22.

Class 4 – January 10

Queering God; Queering Jesus Christ

- *Radical Love*, pp. 44-98.
- *From Sin to Amazing Grace*, pp. 53-79.
- † Marcella Althaus-Reid, *Indecent Theology*, pp. 112-20.
- † Justin Tanis, *Trans-Gendered*, pp. 138-43.
- † Donald Boisvert, “The Erotic Christ” in *Sanctity and Male Desire*, pp. 168-82.

Class 5 – January 11

Queering the Holy Spirit; Same-Sex Marriage

- *Radical Love*, pp. 100-40.

- † Standing Commission on Liturgy and Music, “Faith Hope and Love,” pp. 191-216.
- † Mary E. Hunt, “Same-Sex Marriage and Relational Justice,” 83-92.
- † Dossie Easton and Janet W. Hardy, *The Ethical Slut*, pp. 27-40.
- † David Nimmons, *The Soul Beneath the Skin*, pp. 77-82.
- † W. Scott Haldeman, “A Queer Fidelity,” pp. 304-16.
- † Patrick S. Cheng, “The Amazing Grace of Same-Sex Marriage,” available at <http://huff.to/KXSq08>.

Class 6 – January 14

The LGBT Religious Archives Network short creative project is due prior to class on Monday, January 14, 2013, via email to pcheng@eds.edu and posted on the Canvas course website.

LGBTIQ Pastoral Care and Coming Out

- *Ministry Among God’s Queer Folk*, pp. 1-50, 131-76.
- *From Sin to Amazing Grace*, pp. 81-90.
- † Alan Downs, *The Velvet Rage*, pp. 19-38.

Class 7 – January 15

LGBTIQ Pastoral Care and Relationships

- *Ministry Among God’s Queer Folk*, pp. 51-83, 177-215.
- *From Sin to Amazing Grace*, pp. 91-100.
- † Joretta L. Marshall, *Counseling Lesbian Partners*, pp. 70-93.

Class 8 – January 16

LGBTIQ Pastoral Care and Shame; Sexually Healthy Clergy and Congregations; Queer Disabilities

- *Ministry Among God’s Queer Folk*, pp. 84-130.
- *From Sin to Amazing Grace*, pp. 111-20.
- † Anne Underwood, “Clergy Sexual Misconduct: A Justice Issue,” in *Body and Soul*, pp. 300-15.
- † The Advocate, *The Thirty Years’ War* (June/July 2011).
- † Tim Dean, *Unlimited Intimacy: Reflections on the Subculture of Barebacking*, pp. 1-18.
- † Robert Weiss, *Cruise Control*, pp. 1-29.
- † Tobin Siebers, “Sex, Shame, and Disability Identity,” in *Gay Shame*, pp. 201-16.

Class 9 – January 17

Transgender, Intersex, and Bisexual Theologies and Pastoral Care; Leather and BDSM Theologies; LGBTIQ Spiritual Direction

- *From Sin to Amazing Grace*, pp. 101-10.
- † Susan Halcomb Craig, “Bisexuality: Variations on a Theme,” in *Body and Soul*, pp. 114-28.
- † Susannah Cornwall, “The Kenosis of Unambiguous Sex in the Body of Christ: Intersex, Theology and Existing ‘for the Other,’” pp. 181-99.
- † Virginia Ramey Mollenkott, “We Come Bearing Gifts: Seven Lessons Religious Congregations Can Learn from Transpeople,” in Althaus-Reid and Isherwood, *Trans/Formations*, pp. 46-58.
- † Cindi Knox, “When a Transgender Person Is in the Hospital.”

- † MCC Transgender Ministries, *Trans-Glossary and Trans-Etiquette*.
- † Thomas V. Peterson, "Gay Men's Spiritual Experience in the Leather Community," in Thumma and Gray, *Gay Religion*, pp. 337-50.
- † elias farajajé-jones, "Holy Fuck," in Kay, Nagle, and Gould, *Male Lust*, pp. 327-35.
- † James L. Empereur, "Spiritual Direction and the Interindividual Gay," in *Spiritual Direction and the Gay Person*, pp. 153-69.

Class 10 – January 18

Multidimensional Theologies and Pastoral Care; Conclusion

- "Intersectionalities," in *Finding Out*, pp. 201-14.
- *From Sin to Amazing Grace*, pp. 121-49.
- † Patrick S. Cheng, *The Rainbow Connection: Bridging Asian American and Queer Theologies*, pp. 1-21.
- † Emilie Townes, "The Dancing Mind: Queer Black Bodies in Academy and Church," pp. 1-16.
- † Manuel Villalobos, "Bodies *Del Otro Lado* Finding Life and Hope in the Borderland: Gloria Anzaldúa, the Ethiopian Eunuch of Acts 8:26-40, y *Yo*," pp. 191-221.
- † Center for American Progress, "The State of Gay and Transgender Communities of Color in 2012."

Wednesday, February 13

Final project due via email to pcheng@eds.edu by 5:00 p.m. ET.