



“We shall always place education side by side with instruction; the mind will not be cultivated at the expense of the heart. While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for heaven.”

Blessed Basil Moreau, Founder of the Congregation of Holy Cross

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Office Hours: By appointment

Course: THE 491
Days: Thursday
Time: 6.00-8.45pm
Classroom: John Paul the Great Academy, Lafayette

COURSE SYLLABUS

Spring 2019

I. COURSE DESCRIPTION

What does it mean to be a human person? What does it mean to be a man or a woman? Is my gender imposed on me, or is it something that I can create? This course is an interdisciplinary introduction to gender and its implications. Beginning with the questions posed by contemporary gender theory, it explores how gender and sexuality are understood in Scripture and by various feminine and masculine voices within the Christian tradition. Upon this basis, it then involves students in examining and challenging current familial, economic, and social structures.

II. COURSE RATIONALE

Since the July 2015 “Call Me Caitlyn” *Vanity Fair* cover story, questions regarding sex and gender have become more prominent in law, politics and social media. However, despite Christianity’s early and radical engagement with “the second sex” in the light of the Gospel’s novelty, theological responses to contemporary questions are either lacking in scholarly rigor or draw upon outdated Scriptural exegesis. Hence, American Christians are faced with either embracing gender fluidity or creating borders between the sexes by means of stereotypical gender roles, thus contributing to cultural confusion. This course presents a “a third way,” by drawing upon resources already in the Tradition and encouraging students to think further about how sex and gender can be fruitfully lived and understood within our contemporary context.

III. THE CATHOLIC INTELLECTUAL TRADITION

The mission of the University of Holy Cross is that of the Marianite Sisters: to serve God and the community. The University of Holy Cross serves God and the community as a beacon of the Catholic Intellectual Tradition. This tradition is catholic, encompassing all peoples seeking

Truth. Because it is a tradition, persons communicate, interact, and share experiences over time and through cultures. Finally, this catholic tradition strives for intellectual excellence—knowing what can be known through desire, honesty, and integrity. This tradition has included great theologians, scientists, artists, writers, teachers, and philosophers. It also arises in everyday teaching and learning from person to person, parent to child, and educator to student. The University of Holy Cross embraces this excellence, which flows from the Catholic Intellectual Tradition.

IV. DEPARTMENTAL INTENDED STUDENT LEARNING OUTCOMES

A. Upon successful completion of the Bachelor of Arts in Theology Program, Theology majors should be able to

1. Demonstrate a familiarity with Christian scriptures and traditions.
2. Understand the Catholic theological tradition and current trends in theology.
3. Think and question philosophically.
4. Communicate theology and apply it in familial, professional and community settings.
5. Cultivate a well-formed conscience through practical judgment and ethical analysis based upon the Catholic theological and moral tradition.
6. Engage in successful theological research so as to demonstrate the ability to critically analyze and clearly articulate theological arguments in both writing and speech.

V. COURSE INTENDED STUDENT LEARNING

A. At the end of this course, students should be able to

1. Understand the contemporary debate regarding sex and gender.
2. Present and explain Christian thought regarding sex and gender in Scripture and Tradition.
3. Be capable of showing the freedom that gender gifts to each person.
4. Plot out ways and means that society can facilitate the freedom of gender.

VI. OUTLINE OF TOPICS

- Definition of sex and gender
- Theology of Personhood
- Theology of Masculinity and Femininity
- Hildegard of Bingen and sex complementarity
- Dante and women in literature
- European and American feminism
- Contemporary gender theory
- Sex and gender in developing countries

VII. INSTRUCTIONAL METHODS

The two principal methods of instruction in this course will be lecture and seminar discussions.

- Lectures will incorporate the use of Prezi, videos, and class outlines.
- The seminar discussions, which will include encountering new texts, will aid students in developing critical reading skills on these themes as well as the facilitating the construction of theological arguments with elements from various authors.

VIII. COURSE MATERIALS

A. Required

All required texts will be made available as downloadable pdfs, as they are usually isolated sections of a larger work. **Thus, it is NOT NECESSARY to buy these books!** The bibliography is given here for future reference.

- 1) Allen, Prudence, *The Concept of Woman, Volume I: The Aristotelian Revolution, 750 BC – AD 1250* (Grand Rapids, Michigan: William B. Eerdmans Publishing Company 1985); *Volume II: The Early Humanist Reformation, 1250-1500* (2002); and *Vol III: The Search for Communion of Persons, 1500-2015* (2016).
- 2) Browder, Sue Ellen, *Subverted. How I Helped the Sexual Revolution Hijack the Women's Movement* (San Francisco: Ignatius Press, 2015).
- 3) de Beauvoir, Simone, *The Second Sex*, trans. by H.M. Parshley (London: Picador, 1989).
- 4) DeFranza, Megan K., *Sex Difference in Christian Theology: Male, Female, and Intersex in the Image of God* (Grand Rapids, Michigan: William B. Eerdmans Publishing Co., 2015).
- 5) Ekeocha, Obianuju, *Target Africa. Ideological Neocolonialism in the Twenty-First Century* (San Francisco: Ignatius Press, 2018).
- 6) Foucault, Michel, *History of Sexuality, Vol. I: An Introduction*, trans. by Robert Hurley (New York: Vintage, 1990).
- 7) Freedman, Estelle B., *No Turning Back. The History of Feminism and the Future of Women* (New York: Ballantine Books, 2002).
- 8) John Paul II, *Mulieris Dignitatem*, 1988.
- 9) Miller, Jennifer E., *The Family Capabilities Approach: Revisiting Amartya Sen's Capabilities Approach in Light of the Family and the Principle of Subsidiarity*, MCEBooks vol. V (Roma: ESC, 2014).
- 10) Miller, Jennifer E., "Human Development: Work and Working Mothers," in *Human Development in Business. Values and Humanistic Management in the Encyclical Caritas in Veritate*, Domènec Melé and Claus Dierksmeier (eds.) (New York: Palgrave Macmillan, 2012), 237-253.
- 11) Newman, Barbara, "Divine Power Made Perfect in Weakness," in *Medieval Religious Women, Volume Two, Peaceweavers*, Lillian Thomas Shank and John A. Nichols (eds.) (Kalamazoo, Michigan: Cistercian Publications Inc., 1987), 103-122.
- 12) Ratzinger, Cardinal Joseph, *'In the Beginning...' A Catholic Understanding of the Story of Creation and the Fall*, trans. by Boniface Ramsey, O.P. (Huntington, Indiana: Our Sunday Visitor Publishing Division, 1990).
- 13) Sen, Amartya, "More than 100 Million Women Are Missing," *The New York Review of Books* 37.20 (December 20, 1990).
- 14) Strachan, Owen, and Gavin Peacock, *The Grand Design: Male and Female He Made Them* (Glasgow: Christian Focus Publications, 2016).
- 15) Wojtyła, Karol, *The Radiation of Fatherhood*, 1964.

B. Optional

- 1) Butler, Judith, *Gender Trouble. Feminism and the Subversion of Identity* (New York: Routledge, 1990).
- 2) Butler, Judith, "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory," in *Performing Feminisms. Feminist Critical*

- Theory and Theatre*, Sue-Ellen Case (ed.), (Baltimore and London: The John Hopkins University Press, 1990), 270-282.
- 3) Cloutier, David, and Luke Timothy Johnson, "The Church & Transgender Identity. Some Cautions, Some Possibilities," *Commonweal* 144, no. 5 (March 10, 2017): 15- 19.
 - 4) John Paul II, *Man and Woman He Created Them. A Theology of the Body*, trans. by Michael Waldstein (Boston: Pauline Books and Media, 2006).
 - 5) Hildegard of Bingen, *Scivias*, trans. by Mother Columba Hart and Jane Bishop (New York: Paulist Press, 1990).
 - 6) Martin, Francis, *The Feminist Question. Feminist Theology in the Light of Christian Tradition* (Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1994).
 - 7) Savage, Deborah, "The Genius of Man," in *Promise and Challenge. Catholic Women Reflect on Feminism, Complementarity, and the Church*, Mary Rice Hasson (ed.), (Huntington, Indiana: Our Sunday Visitor Publishing Division, 2015), 129-153.

IX. EVALUATION PLAN

Assignments/Projects

- Readings: Students will read assigned readings each week and be prepared to discuss them. Each student should prepare two to three questions on each text.
- Presentations: Students will write either write a blog, 2-3 pages long, or make a video, 4-5 minutes long. Within this work, they will need to show how a text from Scripture, a contemporary film, or a classic novel illustrates and illuminates the meaning of sex and gender. Questions to discuss or consider within this work might be: How are sex and gender understood in this work? What are positive and negative contributions of this work to gender theory? What contribution can this work make, through creative freedom, in influencing and changing gender stereotypes, in our individual lives and in social structures?

On the final day of class, each student will present their blog or video and then be prepared to answer questions from their classmates, who may be either foe or ally!

Examinations

There will be three partial exams throughout the course:

- First Third (I-III)
- Second Third (II-III)
- Third Third (III-III)

Grading

- The student's final grade will be composed of grades earned on the three partial exams (50%), class participation (20%), and the class presentation (30%).

- Questions on the partial exams can be short identification, short answer, or essay questions.
- Students who are following the course for Aquinas Catechetical Institute credit will be required to meet the attendance requirements above and take a 10 min. Pass/Fail oral exam. Non-catechetical audit students are not obliged to take the oral exam but are encouraged to attend classes, do the reading assignments, and participate fully in the class.
- A make-up test will be permitted only for a serious reason provided that the instructor has been notified before the test. Make-up exams, if deemed legitimate, will consist of an oral examination with the instructor. Grades are distributed and converted into letter grades as follows:
 - 90 to 100 points = A
 - 80 to 89 points = B
 - 70 to 79 points = C
 - 60 to 69 points = D
 - 0 to 59 points = F

X. ATTENDANCE POLICY

Credit students are expected to attend classes and keep a 90 % attendance record and cannot be excused for any absences beyond three (3). Class attendance can be very important in successfully mastering the course material and performing well on the exams. Each student will be responsible for the material covered in each lecture. There will be some material in each lecture that will not be accessible through the required reading material as given in the syllabus. Exams will include material from the required reading as well as from lectures.

XI. CLASSROOM ETIQUETTE

Etiquette: Our class will take place in an academic atmosphere; one of openness, of calm, and of concentration. This is an atmosphere that differs from our times with friends or family.

Punctuality: You should be in class at the assigned time unless given permission to be tardy. If you are late through good reason, please inform me of the reason at the end of class. Leaving early also requires the permission of the instructor. Excessive tardiness or early departures will be deducted from your participation grade.

Course Materials: Bring assigned reading materials to class and have a notebook for taking notes and a folder or binder for assembling handouts and articles.

Laptops: Laptops and Ipads may be used for taking notes during class. Students are not to check emails, texts, etc. during class.

XII. DISABILITY ACCOMMODATION POLICY

A. In accordance with the Americans with Disabilities Act, University of Holy Cross provides disability accommodation for students with identified and/or diagnosed disabilities. Students with

disabilities need not inform their instructors about the nature of their disabilities, but **they are responsible for contacting and providing appropriate documentation to the Disability Services Coordinator in the Office of Student Life prior to receiving accommodation.**

B. The process for requesting accommodation(s) is:

- 1) The student should contact the Disability Services Coordinator in the Office of Student Life to provide appropriate documentation regarding the disability.
- 2) The Disability Services Coordinator will provide a letter of accommodation which must be signed by the student prior to its being distributed to faculty.
- 3) The student must submit his/her schedule at the beginning of each semester to request the release of the accommodations letter to faculty. Accommodations letters are NOT automatically sent to faculty – the student must request letters to be sent each semester by submitting a schedule of classes.
- 4) The Disability Services Coordinator will notify the student when the accommodations letter has been sent to the faculty members requested.
- 5) Once the accommodations letter has been sent to the faculty requested by the student, it is the student's responsibility to meet with each faculty member to discuss how his/her accommodations may be met within each course.

Faculty members SHOULD NOT provide accommodations to students unless an official letter/email has been received from the disabilities coordinator in the Office of Student Life. University of Holy Cross will attempt to meet reasonable accommodations requested. A reasonable accommodation is a modification to a non-essential aspect of a course, program, service or facility which does not pose an undue burden and which enables a qualified student with a disability to have adequate opportunity to participate and to demonstrate his or her ability. Such accommodations are determined on an individual basis depending upon the nature and extent of the disability.

If a student has a documented disability which requires accommodations(s), or if more information is needed, please contact the Office of Student Life at (504) 398-2110 or Meredith Reed at 504-398-2236/ mreed@uhcno.edu

XIII. CELL PHONE UTILIZATION POLICY

Cell phone usage is prohibited in class. Cell phones must be silenced upon entering class. Any type of cell phone utilization may be cause for dismissal from class. Any exceptions to this regulation must be cleared with the instructor prior to the beginning of class.

XIV. ACADEMIC HONESTY

- At the University of Holy Cross intellectual integrity and academic honesty are fundamental to the processes of learning and of evaluating academic performance. Violations of academic honesty include but are not limited to cheating, plagiarism, collusion, academic misconduct, falsification, fabrication, and the attempt to commit such a violation. All work that is submitted by a student for credit must be the work of that student ONLY. Students should not allow anyone else to write their

papers in part or whole. Failure to report the academic dishonesty of other students also constitutes a violation of this policy.

- Plagiarism is a particularly serious violation of academic integrity. When students use words, ideas, or data from any source, including the Internet, that source must be cited (usually parenthetically but possibly with footnotes or endnotes, depending on the discipline), even if it is paraphrased. In addition to the citation, if the exact words of the source are used, they must be placed in quotation marks.
- In all cases of plagiarism and any other form of academic dishonesty, including cheating on tests, failure to report cheating by other students, and submitting work that someone other than the student has written, serious consequences result. Please refer to the *UHC Course Catalog* (under “Academic Policies”) and the *UHC Student Handbook* for a full description of the Academic Honesty Policy.
- In order to prevent plagiarism, all papers written outside of class may be submitted to Turnitin.com, according to the instructor’s discretion. Other written assignments (such as homework exercises, informal essays, and take-home tests) are submitted if the instructor determines it is necessary.

XV. TENTATIVE COURSE CALENDAR: 15 WEEKS – 15 CLASSES

- 1) Jan 17 –Course Material Defined
What are sex and gender?
- 2) Jan 24 – **THEOLOGY**
Theology of Personhood
Reading Due:
Ratzinger, *In the Beginning*, 55-73.
- 3) Jan 31 – Theology of Masculinity
Reading Due:
Wojtyla, *Radiation of Fatherhood*, 1964.
- 4) Feb 7 – Theology of Femininity
Reading Due:
John Paul II, *Mulieris Dignitatem*, 1988.
- 5) Feb 14 – Current Theological Responses
Readings Due:
Strachan and Peacock, *The Grand Design*, 91-120.
DeFranza, *Sex Difference in Christian Theology*, 68-106.
N.B. Study Guide for Partial Exam (I-III) given out
- 6) Feb 21 – **HISTORY AND PHILOSOPHY**
Hildegard of Bingen
Partial Exam (I-III)
Readings Due:
Allen, *The Concept of Woman*, vol. I, 292-315;
Newman, “Divine Power Made Perfect in Weakness,” 103-122.

- 7) Feb 28 – Dante
 Reading Due:
 Allen, *The Concept of Woman*, vol. III, 240-259.
- March 7 – NO CLASS!
- 8) March 14 – Christine de Pizan
 Reading Due:
 Allen, *The Concept of Woman*, vol. III, 565-610, 654-658.
- 9) March 21 – American Feminism
 Readings Due:
 Freedman, *No Turning Back*, 45-94;
 Browder, *Subverted*, 59-74.
- 10) March 28 – Gender Theory
 Readings Due:
 de Beauvoir, *The Second Sex*, 13-29.
 Foucault, *The History of Sexuality*, vol. I, 53-73, 92-114.
N.B. Study Guide for Partial Exam (II-III) given out
- 11) April 4 – **STRUCTURES TO RE-EXAMINE**
Families
Partial Exam (II-III)
 Reading Due:
 Miller, *The Family Capabilities Approach*, 135-186.
- 12) April 11 – Developing Countries
 Reading Due:
 Sen, “More than 100 Million Women Are Missing.”
- April 18 – NO CLASS!
- 13) April 25 – Economic Structures
 Reading Due:
 Miller, “Human Development,” 237-253.
- 14) May 2 – Political Structures
 Reading Due:
 Ekeocha, *Target Africa*, 137-155, 175-193.
N.B. Study Guide for Partial Exam (II-III) given out
- 15) May 9 – Conclusions
Partial Exam (III-III)
Presentations Given

XVI. COMMUNICATION

- Whenever there is email communication between students and instructor, University email addresses must be used. The students are responsible for making sure that their Self-service profiles contain their proper UHC contact information. Instructor will respond to student emails within twenty-four hours. Before emailing please consult the syllabus or another student from class.