Course Web site: http://www-relg-studies.scu.edu/facstaff/murphy/courses/sctr026

SCTR 26/WGST 46, Winter 2019 (SCU, C. Murphy)
RTC 2 Prerequisites
If you are seeking RTC 2 credit for this course, you must have completed an RTC 1 course before this quarter. The only exception is transfer students entering SCU with 44 or more units completed, who may take any two RTC courses (1, 2 or 3) in any order at any point in their career. We also recommend this course not be taken by first-year students with fewer than 44 units, given the nature of its learning objectives.

RTC 2 Learning Objectives
By the end of this course, you will be able to:

a. Analyze religious texts to discern the assumptions they make about gender, using feminist and gender perspectives;

b. Integrate and compare different disciplinary approaches to the study of gender in both antiquity and the contemporary world; and

c. Clarify and express your own beliefs in dialogue with the critical analysis of early Christian notions of gender, sexuality and the body.

How to Prepare for Class

Reading and Study Prior to Class
The readings listed under each day’s topics should be read before that class. They will provide the basis for our class discussion. Readings listed as “primary” are those from the past (e.g., the New Testament, the Jewish and Roman sources), while those listed as “secondary” are from modern scholars. If time is tight, prioritize the primary readings and always bring them to class. There is a class prep page on the course website for each day’s class (the link is in the left column on every page). You can reach it from the calendar on the course website or from the links each day on our Camino syllabus. The class prep page introduces you to the readings, offers questions to help you focus on the most important issues, and provides access to the PowerPoint slides for that day’s lecture. Take a look at these before you do the reading so you know what to pay attention to; this will help you participate in class and prepare effectively for quizzes and exams. Occasionally, you will be asked to collect data from the readings or to reflect on your own beliefs in light of the readings, ahead of or during class, in order to probe the material more deeply. (learning objectives a, c)

Where to Find the Readings
Most of our primary readings are in the Bible and the extra-canonical Christian material, which you’ll find in *The Complete Gospels*, one of our major texts (it’s in the bookstore and on reserve in the library—just go to the Circulation Desk, and ask for the resource you need for SCTR 26, Prof. Murphy). Most of the secondary readings will be in our other two course textbooks, *Women and Christian Origins* and *The Burden of the Flesh*. Occasionally, though, the primary or secondary reading won’t be in one of those three books, but on our course Camino page. All of the Camino essays are from books, and those books are on hard-copy reserve at the Circulation Desk. You’ll also find the primary texts linked to our Camino syllabus, when they are available online (however, *The Complete Gospels* provides a better translation).

Questions, Lecture and Discussion
Each class will begin with questions about the readings, yours for the professor and the professor’s for you (there will be occasional, unannounced quizzes). There will be some lecture each day on the core material from the reading, step-by-step practice at analyzing the source material, and plenty of opportunities for you to seek clarification from the professor and each other. (learning objectives a, b, c)

Assessment and Grading

Grade Components and Scale

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation (oral and written participation)</td>
<td>25%</td>
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<tr>
<td>Quizzes &amp; Exams (quiz #1 5%, midterm 15%, quiz #2 10%)</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper (includes a dig site paper [15%] and other stages; see below)</td>
<td>40%</td>
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Scale

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<tr>
<th>Grade</th>
<th>A</th>
<th>A−</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
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<tbody>
<tr>
<td>Score</td>
<td>93.5–100</td>
<td>90.0–93.4</td>
<td>86.7–89.9</td>
<td>83.3–86.6</td>
<td>76.7–79.9</td>
<td>73.3–76.6</td>
<td>66.7–69.9</td>
<td>63.3–66.6</td>
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Oral Participation & Attendance

Class participation is a critical part of this course. It includes your informed oral remarks in class—during formal lectures, open discussion periods, and small-group break-outs. In order to participate, you’ve got to come to class (see the attendance policy below) and bring the readings, your questions and required assignments with you. Your informed oral comments and questions, based on your reading, reflection and written preparation, are a substantial contribution to your classmates, so they count for 25% of your entire grade. Attendance counts for 5% of your grade, although poor attendance can impact your overall grade (see attendance policy below). (Class participation: 30% of your grade total). (learning objectives a, c)

Computer & Smartphone Use

In order to cultivate attention and encourage your interaction with each other, the use of computers or smartphones during lecture and discussion is not allowed in this class.

Critical Inquiry

There is one major creative research project required for this course that will allow you the opportunity to explore a gender debate in early Christianity or today through an interdisciplinary lens. The topic you pick will determine the relevant research site among the various sites we cover on the syllabus. This 15-page paper will have four parts:

1. Four pages will discuss the archaeological, epigraphic and literary evidence for your site (you will find a bibliography of sources and copies of many of the articles on our course Camino page, in the “Dig Sites” folder). You’ll draft these four pages before class on your Dig Site day, and use your draft to lead a discussion of your findings. You’ll submit the paper electronically to the assignment drop box on Camino before class on your presentation day. (learning objectives a and b)

2. Eight pages of your paper will address the early Christian or contemporary debate you’ve chosen using feminist analysis and tying your topic to the archaeological, epigraphic and literary evidence from Christian antiquity. (learning objective b)

3. Two pages of your paper will be a reflection on the archaeological, literary and feminist methods you’ve used in the paper. (learning objective b)

4. Your paper will conclude with one page of reflection on how the study of your topic has reinforced, expanded, challenged, or otherwise affected your own beliefs (religious or secular) about your topic. (learning objective c)

You’ll find complete directions for each part of the paper at the “Assignments” tab on the course web site, along with the grading rubric. Some possible topics and the early Christian sites to which they map are posted on the “Research” tab on the course web site. The online Style Sheet indicates formatting guidelines for all written work. 40% of grade.

The research paper is due in stages to help you manage the workload and receive feedback to strengthen the final project:

<table>
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<tr>
<th>Task</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Choose Dig Site</td>
<td>2nd week Wednesday, January 16</td>
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<tr>
<td>in-class</td>
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<tr>
<td>Topic statement &amp; working bibliography</td>
<td>4th week Wednesday, January 30</td>
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<tr>
<td>1-page paper to Camino drop box before class</td>
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<tr>
<td>Dig Site paper and presentation</td>
<td>4th-9th weeks MON Jan 28 – MON Mar 4</td>
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<tr>
<td>in-class and 4-page paper to Camino drop box before class</td>
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<td>Outline of entire paper</td>
<td>10th week Thursday, March 14</td>
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<td>2–3 page paper to Camino drop box by 3:30 p.m.</td>
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<tr>
<td>Final research paper</td>
<td>11th week Thursday, March 21</td>
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<td>e-copy due by 9:30 pm to Camino drop box</td>
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All papers are due in electronic form and in Microsoft Word format. There is a Camino drop box for each assignment, and all papers will be automatically checked against TurnItIn.com. Feedback will be on the online submitted assignment.
Exams & Quizzes
Two reading quizzes are scheduled during the quarter. These quizzes will be brief (roughly 30 minutes), and are intended to help you keep up with the readings; they will total 15% of your grade. One midterm exam is scheduled. It is cumulative of material covered up to that point in the course, and you will have the full class period to complete it. It counts for 15% of your grade. (learning objectives a, b)

Extra Credit
Extra credit opportunities will be posted online at “Extra Credit Events” periodically throughout the quarter. To receive extra credit, attend the event, write a 2-3 page summary and evaluation, and turn it in within one week of the event (papers on events attended during the 10th week of class have to be submitted by Friday of that week). Points can only be counted if all regular assignments have been completed. Directions for the paper can be found online at “Extra Credit Events.” 3% of grade max (students usually do two papers to reach the max). (learning objective c)

Assessment of Course
The course will be assessed at mid-quarter with a short evaluation and at the end of the quarter with an online numerical evaluation and, in class, with an SALG and a narrative evaluation.

Policies & Protections for You
Attendance
If you’re sick or something comes up, please notify the professor in advance or within a week of the missed class. Remember: You’re not doing yourself or anyone else any favors if you come to class sick—you can always make up the work. Notifying the professor means that the absence is excused; it’s unexcused and counts more quickly against your grade if you don’t let the professor know. After the first excused absence, and for all unexcused absences, your attendance and class participation grades will be affected. At two or more unexcused absences, or four or more excused absences, your entire grade for the course begins to drop. Five unexcused absences (25% of course) will result in a failing grade. Daily roll will be taken. 5% of grade +.

Academic Integrity
The Academic Integrity pledge is an expression of the University’s commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity Pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. What that means in this course is that you are expected to collaborate to share ideas, resources, and questions, particularly on group work and exam preparation. This sharing becomes cheating or plagiarism when you present as your original work the insights or work of another. Work on extra credit, exams and the research paper is expected to be original to you. That does not mean that every idea and insight you write about will be your own. What it does mean is that your assignments should be guided by your insights and, when you do rely on an authority other than yourself, you note that reliance through standard footnotes and bibliography (see the “Style Sheet” at the course website). If you are caught cheating or plagiarizing on a required assignment, you will receive an “F” on the assignment and in the course, and the matter will also be forwarded for further action to the Office of Student Life.

For more information about Santa Clara University’s academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Discrimination & Sexual Misconduct (Title IX)
Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, the professor encourages you to tell someone promptly. For more information, please consult the University’s Gender-Based Discrimination and Sexual Misconduct Policy at http://bit.ly/2ce1hBb or contact the University’s EEO and Title IX Coordinator, Belinda Guthrie, at 408.554.3043, bguthrie@scu.edu. Reports may be submitted online through https://www.scu.edu/osl/report/ or anonymously through Ethicspoint at https://www.scu.edu/hr/quick-links/ethics-point.
Disability Accommodation Policy

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with the professor during her office hours within the first two weeks of class. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While the professor is happy to assist you, she is unable to provide accommodations until she has received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (If you have approved accommodations for time-and-a-half on exams, please let the professor know as soon as possible.) Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations; they would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408.554.4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Wk Date Pages of Topic of Lecture & Discussion

Reading

UNIT 1.
JESUS & WOMEN

1 1/7 INTRODUCTIONS & DEFINITIONS

1/9 [16] WERE JEWISH WOMEN OPPRESSED? THE BABATHA ARCHIVE
Primary Reading: Excerpts from the Babatha archive (online at class prep; please print and bring to class)
Secondary Reading: WCO 50-79 (on Camino if you do not yet have the course textbook; online class prep)

2 1/14 [33] WAS JESUS A FEMINIST? THE GOSPELS AS EVIDENCE
Primary: Gospel of Mark (CG; on Camino if you do not yet have the course textbook)
Secondary: Gleason, “By Whose Gender Standards (If Anybody’s) Was Jesus a Real Man?” in New Testament Masculinities, 325-7 (Camino); online class prep
Prepare for class discussion:
1. A list of the women mentioned in Mark’s gospel, by chapter:verse, name, and action they perform.
2. A discussion of how Mark’s Jesus fits and/or does not fit the three features of the Roman masculine ideal presented in the last class (include ch:vs references to back-up claims). This will not be turned in, so it does not need to be typed; but it will be checked.

1/16 [32] WOMEN IN JESUS’ TEACHINGS: DID HE LIBERATE THEM?
Primary: Q 13:18-21; 17:34-35; 7:35; 10:21-22; 14:26-27 + 17:33; 18:14 (Note: Q designations follow Luke’s chapters and verses; you’ll find Q in CG, or you can use the online synopsis of all six Q passages you’ll find at online class prep)
Secondary: WCO 150-70 (Camino and textbook); online class prep
★ Choose Dig Site (in-class)
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<th>Topic of Lecture &amp; Discussion</th>
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<tbody>
<tr>
<td>3</td>
<td>1/21</td>
<td></td>
<td>Martin Luther King, Jr. Holiday</td>
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| 1/23 | 36  | Assuming Women’s Positions: Women’s Roles & Same-sex Anxieties  
Primary: Excerpts from Xenophon, *Oeconomicus* (Camino); Genesis 19; Judges 19;  
Leviticus 18:20;10-16; Romans 1:18-32; 1 Corinthians 6:9-10; 1 Timothy 1:9-10 (online at syllabus and class prep; or use your own Bible)  
Secondary: Martin, “Arsenokoites and Malakos: Meanings and Consequences,” from *Sex and the Single Savior* (Camino); online class prep  
⇒ Quiz #1 |
| 4  | 1/28 | 28              | Paul’s Views of Women’s Roles  
Primary: Genesis 1–3; Romans 16; 1 Corinthians 1; 7; 11; Galatians 3:28 (online at syllabus and class prep; or use your own Bible)  
Secondary: WCO 199-218; online class prep  
Optional: WCO 221-35 (see WCO p. 207 for women’s names in Romans 16)  
⇒ Dig Site 1: Women & Prophecy in the Cults of Corinth (Greece) |
| 1/30 | 42  | The Legacy of Paul: The Ideal Wife  
Primary: Ephesians; 1 Timothy 2 (online at syllabus and class prep; or use your own Bible)  
Secondary: WCO 236-49; Osiek & MacDonald, “Ephesians 5 and the Politics of Marriage,” pp. 118-43 in *A Woman’s Place* (Camino); online class prep  
⇒ Topic statement and bibliography of 10 professional sources for research paper due (Camino)  
⇒ Dig Site 2: Roman Culture in a Near Eastern City (Ephesus, Turkey) |
| 5  | 2/4  | 18              | The Other Legacy of Paul: The Unmarried Woman  
Primary: *Acts of Paul and Thecla* (Camino, from Kraemer, *Women’s Religions in the Greco-Roman World: A Sourcebook*)  
Secondary: WCO 249-53; online class prep  
⇒ Dig Site 3: The Cult of St. Thecla in Asia Minor (Seleucia, Turkey) |
<p>|    | 2/6  |                  | ⇒ MIDTERM EXAM |</p>
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<td>6</td>
<td>2/11</td>
<td>[50]</td>
<td><strong>UNIT 3.</strong> <strong>THE REORIENTATION OF DESIRE IN EARLY CHRISTIANITY</strong></td>
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<td><strong>THE DA VINCI CODE &amp; THE HISTORICAL MAGDALENE</strong></td>
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<td><strong>Primary:</strong> Gospel of Thomas Logion 114, Gospel of Mary 10 (CG); Gospel synopses (ministry, burial, empty tomb), Luke 6:12-16 + 7:36-50 + 8:1-3; Luke 10:38-42 + John 11:1-12:8 (online at class prep)</td>
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<td><strong>Secondary:</strong> Brown, excerpt from The Da Vinci Code, and Bock, “Was Jesus Married,” pp. 31-45 in Breaking The Da Vinci Code (both on Camino); WCO 105-128 (Mary Magdalene); 273-82 (Gnosticism); online class prep</td>
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<td>★ Dig Site 4: Gnostic Groups in Egypt (Nag Hammadi)</td>
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<td>2/18</td>
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<td><strong>DISCIPLINING DRESS: TELLING WOMEN WHAT TO WEAR</strong></td>
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<td>[40]</td>
<td><strong>Primary:</strong> Tertullian, “On the Apparel of Women” (Camino)</td>
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<td><strong>Secondary:</strong> Schüssler Fiorenza, excerpt from Sharing Her Word: Feminist Biblical Interpretation in Context (pp. 143-52) and Olson, “Matrons and Whores: Clothing and Definition in Roman Antiquity,” pp. 186-204 in Prostitutes and Courtesans in the Ancient World (Camino); online class prep</td>
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<td>★ Dig Site 5: Clothing &amp; Dress in Rome (Italy)</td>
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<td>8</td>
<td>2/25</td>
<td>[44]</td>
<td><strong>DYING FOR A LIFE: MARTYRDOM &amp; GENDER</strong></td>
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<td><strong>Primary:</strong> Martyrdom accounts of Perpetua and Felicitas and Agnes (Camino)</td>
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<td><strong>Secondary:</strong> Frilingos, “As If Slain,” pp. 64-88 in Spectacles of Empire (Camino); WCO 345-54; online class prep</td>
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<td><strong>Optional:</strong> Revelation 4–6; 17–19; 21:9–22:7</td>
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<td>★ Dig Site 7: Gender &amp; Martyrdom in North Africa (Carthage, Tunisia)</td>
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<td>★ Dig Site 8: Manly Values in Rome (Italy)</td>
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<td>★ Dig Site 9: Desert Warfare: Hermits &amp; Their Foes (Wadi Natrun, Egypt)</td>
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<td>Pages of Reading</td>
<td>Topic of Lecture &amp; Discussion</td>
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| 8  | 2/27 | [25]             | **HOLY HYMEN: VOWING VIRGINITY WITHIN MARRIAGE**  
**Primary:** Matthew 1–2; *Infancy Gospel of James* (CG); excerpts from John Chrysostom and Tertullian advocating virginity and recommending against remarriage, pp. 122-6 and 144-55 in *Women in the Early Church* (Camino)  
**Secondary:** Castelli, “Virginity and Its Meaning for Women’s Sexuality in Early Christianity,” *Journal of Feminist Studies in Religion* 2:1 (1986) 61-88 (Camino); online class prep  
*Dig Site 10: Artemis & the Virgin Mary in 4th-Century Ephesus (Turkey)*  
*Dig Site 11: Spiritual Marriages in 4th-Century Antioch (Turkey/Syria)* |
| 9  | 3/4  | [54]             | **HOLY HARLOTS**  
**Primary:** Excerpts from Sophronius, *Life of St. Mary of Egypt*, Deacon James, *Life of Pelagia the Harlot*, and Ambrose, *Concerning Virgins* 2.3-4 (all on Camino)  
**Secondary:** *Burden of the Flesh* 1-26; read pp. 15-27 from Lelwica, *Starving for Salvation* (Camino; you’ll read the rest of the chapter for next Tuesday); online class prep  
**Optional:** Garber, “Religious Habits,” in *Vested Interests: Cross Dressing and Cultural Anxiety* (Camino); online class prep  
*Dig Site 12: Prostitution in the Roman Empire (Pompeii, Italy & elsewhere)*  
*Dig Site 13: Gender Constructs in the Christian East (Edessa & Nisibis, Turkey/Iraq)* |
| 9  | 3/6  | [52]             | **ASCETIC FASTING: NOTIONS OF THE BODY**  
**Secondary:** *Burden of the Flesh* 27-78; online class prep  
⇒ Quiz #2 |
| 10 | 3/11 | [46]             | **ASCETIC FASTING: ANOREXIA AS A PATH TO POWER**  
**Secondary:** *Burden of the Flesh* 79-112; read pp. 27-38 from Lelwica, *Starving for Salvation* (Camino); online class prep |
| 3/13 | [27] |                  | **THE GENDER OF JESUS; COURSE EVALUATIONS**  
**Secondary:** Mathews, “Christ Chameleon,” in *The Clash of Gods* (Camino); online class prep |
|     | 3/14 |                  | ⇒ Outline for research paper due on Camino by 3:30 p.m. |
| 11 | 3/21 |                  | ⇒ Your research paper is due the day AFTER our scheduled final exam, by 9:30 p.m.  
Submit your paper to the assignment drop box on Camino; you do NOT need to submit a hard copy to the professor.  
This paper is in LIEU of a final exam. |