

Queer Theologies, Spring 2022  
Mondays 6:00-8:20  
Schlegel 122  
Prof. Shannon Craigo-Snell  
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This course examines Queer theologies, including its originary moments and future trajectories. We will read primary sources and discuss the texts in the manner of an advanced seminar.  
Prerequisite: Systematic Theology or ITE

**Course Objectives:**

MDiv

SLO 3: Students will be able to think theologically and ethically in relation to particular traditions and contemporary needs.

SLO 4: Students will demonstrate the ability to reflect critically and self-critically on relationships between Christian faith and various forms of systemic injustice.

MAR

SLO3: demonstrate an understanding of multiple theological perspectives, historical and contemporary

SLO4: demonstrate the ability to think theologically, strategically, imaginatively, and contextually about ethical issues

QEP

Students can describe strategies, grounded in their practice, for working toward racial justice appropriate to their particular vocational settings.

**Assignments:**

1. Read texts thoroughly.
2. Engage thoughtfully in class discussions.
3. Complete a two-page (double-spaced) worksheet on four books, due on before the last class on that book. The worksheet is at the end of the syllabus.
4. Present one week's readings in class. This includes a 15-minute presentation that includes a brief summary of the argument as well as analysis that includes both appreciation and critique. The presenter will then begin discussion with two open-ended questions and moderate discussion for 30 minutes.
5. Complete a final project of constructive queer theology. This can be a 15-page paper or theological work in another genre that is the equivalent of 15-pages of writing. All projects and papers should include a cover sheet that explains the methodology employed in the work. Key elements of this project include: articulating the context out of which the work comes, engaging one or more texts from the course, wrestling with

Christian tradition (including identifying and operating within a particular doctrine), and presenting a constructive vision of this doctrine.

This assignment will require two points of accountability where material is submitted: a proposal for the paper/project and the final paper/project.

### **Grading:**

Grades will be calculated as follows: participation 10%, reading worksheets (10x4) 40%, presentation 20%, final paper/project 30%.

### **Required Books:**

Marcella Althaus-Reid, *Indecent Theology: Theological Perversions in Sex, Gender, and Politics*, Routledge (2000). ISBN 0415236045

Patrick S. Cheng, *Radical Love: An Introduction to Queer Theology*, Seabury Books (2011). ISBN-13: 9782596271326

Mark D. Jordan, *Transforming Fire: Imagining Christian Teaching*, Eerdmans (2021). ISBN 9780802879035

Pamela R. Lightsey, *Our Lives Matter: A Womanist Queer Theology*, Pickwick Publications (2015). ISBN-10 : 1498206646 ISBN-13 : 978-1498206648

Laurel Schneider and Thelathia Nikki Young, *Queer Soul, Queer Theology: Ethics and Redemption in Real Life*, Routledge (2023). ISBN-10 :0367743973 **NB: Do not buy this book.** <https://lpts.on.worldcat.org/oclc/1201656411>.

### **Other Readings:**

Susannah Cornwall, *Constructive Theology and Gender Variance: Transformative Creatures* (Cambridge, 2022), selections TBD.

Jacob J. Erickson, "Irreverent Theology: On the Queer Ecology of Creation," in *Meaningful Flesh: Reflections on Religion and Nature for a Queer Planet*, ed. Whitney A. Bauman. (Punctum Books, 2018) Pp. 55-80.

Linn Tonstad, "Queer Theologies to Come," In *Queer Theology: Beyond Apologetics*, Linn Tonstad (Cascade Books, 2018) Pp. 104-136. This essay is on Canvas. Access to the whole book is here: <https://lpts.on.worldcat.org/oclc/1030380622>

Laurel Schneider, "Queer Theory and Postmodern Biblical Interpretation," in *Handbook of Postmodern Biblical Interpretation*, edited by A. K. M. Adam (Chalice Press, 2000) Pp. 206-212.

### **Schedule:**

- February 6. Schneider, "Queer Theory and Postmodern Biblical Interpretation."
- February 13. Cheng, Introduction -Chapter 3, pp. ix-68
- February 20. Cheng, Chapter 4-Conclusion, pp. 69-140. Cheng worksheet due.
- February 27. Althaus-Reid, Introduction- Chapter 2, pp. 1-86.
- March 6. Althaus-Reid, Chapter 3-4, pp. 87-164. Althaus-Reid worksheet due.
- March 13. NO CLASS Research and Study
- March 20. Laurel Schneider and Thelathia Nikki Young, 1-74.
- March 27. Laurel Schneider and Thelathia Nikki Young, 75-126. Schneider and Young worksheet due.
- April 3. Jordan, A Little Advice- Chapter 2 and Chapter 4, pp. vii-30 and 39-47.
- April 10. Erickson, "Irreverent Theology." Proposals for final projects/papers due—to be discussed in class.
- April 17. Lightsey, Introduction -Epilogue, pp. xix-100. Lightsey worksheet due.
- April 24. Trans theology selection of Susannah Cornwall's new book, TBD.
- May 1. Tonstad, Chapter 5, 104-131. Discussion of final projects/papers.
- May 10. Submission of projects.

### **LPTS CLASSROOM POLICIES:**

#### **Use of Inclusive Language**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

### **Academic Honesty**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy; such use must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

### **Special Accommodations**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### **Citation Policy**

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2020.

*The Chicago Manual of Style*. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center.

See also the library's citation help page:

<https://lpts.libguides.com/digitalresources/citingsources>

### **Attendance Policy**

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

### Worksheet for Assigned Texts

1. What is the context out of which the author is writing?
2. Who is the intended audience?
3. What resources from Christian traditions are being employed or addressed?
4. What doctrine or doctrines are central?
5. Define any key or new-to-you terms that are important for the argument.
6. Summarize the main argument of the reading.