

SYLLABUS

Queering the Use of the Bible, Part 2: Tools for Justice-Making

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PSR/GTU Summer Session

1.5 units, prerequisite: *Queering the Use of the Bible, Part 1* or Permission of the Instructor

Summary

This course will build on Audre Lorde's concept of "erotic knowledge" as a queer base from which to use biblical texts (which is central to QUB, part 1), and go beyond methodological questions to the appropriation and application of biblical texts in the pursuit of queer justice-making. A broadly interdisciplinary approach will be employed and warmly welcomed, in deriving, developing, and adapting tools and capabilities, suggested or even modeled in scriptural texts, for liberation.

Students will engage in reading, thinking, and communicating through discussions and projects aimed at developing their own clarity and competence in this arena. A final project involve real-life application of what is learned, helping to further develop and demonstrate proficiency. Each student will be expected to bring themselves and their own critical and creative thinking "to the table." Students from the GTU schools and beyond are welcome.

Method

We will be meeting for four hours on five consecutive days. Adequate appreciation of the hours and the intense length of each class will certainly be given. Each class will begin with participatory discussions and sharing of reflections. There will be a time during which the professor will present themes and methods for queering the use of the Bible for liberation, coordinated with that day's readings, and building on our cumulative discussion. The use of art, poetry, performance, and various articles—along with bible passages (with a special emphasis on the books of Ruth, Jonah, and Job)—as well as our own, in-class experience, will provide us with additional source material. We will, as the week progresses, have in-class presentations and opportunities to share our own, cutting-edge questions and issues. Students will keep an on-going journal throughout the week, parts of which will be presented *each day the class meets*. The goal is for each student to expand upon her or his own understanding, ethic, and approach to the intersection of their lives and community with scripture, and to practice articulating and applying such understanding in liberating ways.

Content

Among the themes and questions we will discuss are the following:

1. What does it mean to freely “use” scripture for queer justice-making?
2. What even is “justice-making” in a queer context?
3. What does sexuality have to do with liberation?
4. Where does authority for protest come from?
5. What about resistance to justice-making? What are the ethical considerations when responding to oppression and/or resistance?
6. How do we identify and name *correctly* our community, our allies, our enemies?
7. How do we create in the name of justice and liberation?
8. What does “community” mean in this work?
9. OK: so now what?!

Readings

Required texts:

- Lorde, Audre. *Sister Outsider*.
- The Bible (two versions, if you can!)
- Grahn, Judy. *love belongs to those who do the feeling*
- Skaggs, Kathy. *The Poet Laureate of People Who Hate Poetry*. (provided at cost by the instructor @ \$3.00)
- Select articles and chapters to be read by students as required.

Assignments and Evaluation

In addition to the class times each morning, there will be readings assigned for the next day’s class, as well as a daily journal and preparations for in-class presentations. A final project paper will be due within two to three weeks after the end of class.

Grades (and you certainly have the option of taking the class pass/fail) will be determined by this rubric:

20%	Informed Class Discussion
15%	Journal
10%	In-class team presentation: A Plan for Making Justice this Week
15%	Team project: Implementing the Plan
15%	In-class presentation of plans for final project: Queer Justice-Making
25%	Final project

Contact

For further information on this course, please feel free to contact Tim at timothykoch@aol.com.

Our Tentative Daily Schedule of Assignments, Utterly and Queerly Subject to Change!

Monday: Erotic Knowing and Justice-Making

Reading: Lorde, pp. 53-59 (to be read in class)
Skaggs, selected poems (to be read in class)
Action: Making our Treasure Maps
Also Due: Journal, Part I (to be done in class)

Tuesday: Trusting Creation

Readings: Grahn, through p.100; various Psalms
Also Due: Journal, Part II
Action: Poetry Jam
Team Work

Wednesday: “We’re Doing What?!”

Readings: Grahn, through p. 199
Skaggs, in its entirety
Due: Journal, Part III
Action: “Out of the cloisters and into the streets!”
(lyric reference: *Altar Boyz*)

Thursday: Praxis / Reflection

Readings: Grahn, remainder of book
Due: Journal, Part IV
Actions: Small Group Presentations
Workshopping Individual Projects

Friday: “We’re Here, We’re Queer... Now What?!”

Due: Journal, Part V
Forming Sacred Circles and Plans
Discussion of Final Projects