

BRIT 60013 Thinking Theologically in Context: Thinking Theologically about
LGBTQIA+ Communities, Justice, and Practice

(3 semester hours)

Fall 2021

Instructor: Stephen Sprinkle and Russell Dalton

Prerequisites: None

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Description of Content:

Course Description:

This course explores the life experiences and challenges faced by LGBTQIA+ communities. Students will be challenged to think theologically about these communities, consider what justice means for these communities, and ways in which these reflections will impact their practices of ministry. The voices of LGBTQIA+ persons themselves, presented in books and articles as well as by Skype and in person, will serve as primary sources. This course fulfills Brite's Thinking Theologically in Context requirement.

Class Procedures:

Lectures, small group discussion, classroom activities, and guest speakers.

Requirements:

Attendance and informed, prepared participation in class. Unexcused absences from class will impact the final grade for the course. Failure to complete all three assignments will result in failure of the course.

Assignments:

1. Thinking Theologically about LGBTQIA+ Issues paper. Students will submit a 7-10-page paper, drawing upon and citing course texts, other texts, and class content, engaging in theological reflection on LGBTQIA+ issues. This paper will serve as "Chapter One" of a paper student will continue to build throughout the semester.
2. Justice and the LGBTQIA+ Community paper. Students will submit a 7-10-page paper, drawing upon and citing course texts, other texts, and class content, reflecting on justice in relation to LGBTQIA+ issues. This paper will serve as "Chapter Two" of the paper students will continue to build throughout the semester. Students will submit this paper along with any revisions or additions they wish to make on "Chapter One" in response to their ongoing reading and reflection and the professors' comments on their first paper.
3. LGBTQIA+ Issues and Practice paper: Students will submit a 7-10-page paper, drawing upon and citing course texts, other texts, and class content, that, based upon your understanding of theology and justice issues, a) offers reflections on ministry practice related to LGBTQIA+ issues in general and b) describing in some detail a specific just ministry initiative that they might develop and

implement in light of what they have learned about and reflected upon during the course. This paper will serve as “Chapter Three” of the paper students will continue to build throughout the semester. Students will submit this paper along with any revisions or additions they wish to make to Chapters 1 & 2 in response to their ongoing reading and reflection and the professors’ comments on their first paper.

Required Texts:

1. Patrick S. Cheng’s *Radical Love: Introduction to Queer Theology* (Seabury Books, 2011) ISBN 9781596271326, \$20.95
2. Melissa M. Wilcox, *Queer Religiosities: An Introduction to Queer and Transgender Studies in Religion* (Rowman & Littlefield, 2020). ISBN 1442275685, 9781442275683, \$32.00.
3. Johnson, Jay Emerson, *Peculiar Faith: Queer Theology for Christian Witness* (Seabury Books, 2014), ISBN-13: 978-1596272507, \$24.00.
4. Elizabeth M. Edman *Queer Virtue: What LGBTQ People Know About Life and Love and How It Can Revitalize Christianity* (Beacon Press, 2017) ISBN 0807059080, \$17.00.
5. Lightsey, Pamela, *Our Lives Matter: A Womanist Queer Theology* (Wipf & Stock, 2015), ISBN 13: 978-1-4982-0664-8. \$16.00. (digital copy available through TCU Library) \$18.00.
6. Kuntz, David, and Bernard Schlager, *Ministry Among God’s Queer Folk, Second Edition* (Cascade, 2019), ISBN-13: 978-1-5326-1711-9. \$24.85.
7. Sanders, Cody J., *A Brief Guide to Ministry with LGBTQIA Youth* (Westminster/John Knox, 2017), ISBN 978-0664262501. \$15.30.
8. Additional readings, TBA, will be assigned.

Grading procedures:

Thinking Theologically about LGBTQIA+ Communities paper	30%
Justice and LGBTQIA+ Communities paper	30%
LGBTQIA+ Communities and Practice paper:	40%

Positive consideration is given for attendance and prepared, informed participation. Students must complete and pass all three assignments in order to pass the course.

Note: This is a tentative course plan. Some details of this course design may be changed.