

Personhood, Sexuality, Identity Politics - 2.00 Hours

02ST721/01

Dr. Carl R Trueman

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January 7th-10th 2019

Hours: MTW 0900-1700; Tr 0900-1500

Description: This class will look at the rise of modern notions of personhood with specific reference to broader cultural concerns, matters of sexuality and the rising politics of sexual identity. It will examine changes in how human personhood has been understood since the seventeenth century and culminate both in an analysis of the current state of sexual identity, specifically as this shapes public discourse and pastoral responses.

Assessment:

Two book reviews: 30% each

The student must write a 4 page (12 point font, 1.5 spacing) review of two the following books, one from A and one from B:

- A. Either Rosaria Butterfield, *The Secret Thoughts of an Unlikely Convert* (Crown and Covenant) or Wesley Hill, *Washed and Waiting* (Zondervan)
- B. Either Eve Tushnet, *Gay and Catholic* (Ave Maria) or Daniel Mattson, *Why I Don't Call Myself Gay* (Ignatius Press).

Due date: February 1, 2019

Paper: 40%

The student must write a 7- 8 page (12 point font, 1.5 spacing paper on a topic which is relevant to the course and approved by the professor in advance. The bibliography should include at least four books which the student consulted in researching and writing the paper.

Due date: February 1, 2019

Preliminary Bibliography (asterisk marks texts which will be consulted in class):

- Historical Sources (most available in various editions or on the web)

Augustine, *Confessions**

William Blake, *Songs of Innocence and Experience**

Rene Descartes, *Meditations**

David Hume, *Enquiry concerning Human Understanding**

Friedrich Nietzsche, *Beyond Good and Evil**

---- *The Gay Science**

---- *The Genealogy of Morals**

Jean-Jacques Rousseau, *Confessions*

---- *First Discourse**

Percy Bysshe Shelley, *A Defence of Poetry**

William Wordsworth (with Samuel Taylor Coleridge), Preface to *Lyrical Ballads**

- Modern sources

Mona Charen, *Sex Matters* (Crown Forum)

Faramerz Dabhoiwala, *The Origins of Sex* (Oxford)

Augusto DelNoce, 'The Ascendence of Eroticism,' in *The Crisis of Modernity* (McGill-Queens)* [along with the essay by Paglia, this is an extremely important article]

Shulamith Firestone, *The Dialectic of Sex* (Farrar, Strauss, and Giroux)

Sigmund Freud, *Civilization and Its Discontents* (Norton)*

Anthony Giddens, *The Transformation of Intimacy* (Stanford)

Michael Kimmel, *The Gendered Society* (Oxford)

Gabriele Kuby, *The Global Sexual Revolution* (LifeSite)

D.H. Lawrence, *Sons and Lovers* (Cambridge)

Alasdair MacIntyre, *After Virtue* (Duckworth)

Camille Paglia, 'The Joy of Presbyterian Sex,' in *Sex, Art, and American Culture* (Penguin)*

Darel E. Paul, *From Tolerance to Equality* (Baylor)

Mark Regnerus, *Cheap Sex* (Oxford)

James K. A. Smith, *How (Not) To Be Secular* (Eerdmans)*

Charles Taylor, *Sources of the Self* (Cambridge)

---- *The Ethics of Authenticity* (Harvard)

--- 'The Politics of Recognition,' in Charles Taylor, *Philosophical Arguments* (Harvard)*

Wilhelm Reich, *The Sexual Revolution* (Farrar, Strauss, and Giroux)

Philip Rieff, *The Triumph of the Therapeutic* (ISI Books)*

Larry Siedentop, *Inventing the Individual* (Harvard)

Student Learning Outcomes:

<p><u>MDiv* Student Learning Outcomes</u></p> <p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<p><u>Rubric</u></p> <ol style="list-style-type: none"> 1. Strong 2. Moderate 3. Minimal 4. None 	<p><u>Mini-Justification</u></p>
<p>Articulation (oral & written)</p>	<p>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</p>	<p>Strong</p>	<ol style="list-style-type: none"> 1. Submit two book reviews. 2. Write one paper
<p>Scripture</p>	<p>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</p>	<p>Moderate</p>	<p>Class discussion.</p>
<p>Reformed Theology</p>	<p>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</p>	<p>Moderate</p>	<ol style="list-style-type: none"> 1. Class discussion. 2. Book reviews and paper.
<p>Sanctification</p>	<p>Demonstrates a love for the Triune God that aids the student's sanctification.</p>	<p>Minimal</p>	<p>Class opens with prayer.</p>
<p>Desire for Worldview</p>	<p>Burning desire to conform</p>	<p>Strong</p>	<p>The whole course will</p>

	all of life to the Word of God.		address the issue of sexuality from a Christian perspective.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	One of the books reviewed will be written by a Roman Catholic. Student will be expected to engage respectfully with the content.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	None	
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Moderate	Class discussion will address pastoral approaches to the victims of the sexual revolution.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	This is the whole purpose of the course. Content, ethos, and assessment.

Student Learning Outcomes (SLOs—see attachments)