

Margaret Robinson
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Bisexual Women and Christian Theology

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Course Description

Traditional writings on sexuality usually assume sexuality to be easily differentiated into heterosexual or homosexual categories. Theology has only recently begun to address bisexuality. Moreover, constructions of sexuality usually assume a normative male subject, and portray female sexuality as either responsive or derivative.

This course focuses on women's bisexuality. It is designed to introduce students to some of the social, political, religious and ethical dimensions of this subject. We will examine these dimensions within a framework of sexual identity and its development over the lifespan. Students will learn about the influence of class, race, religion and other aspects of social positioning upon sexual identity and experience. We will make use of material from the social sciences, psychology, law, theology, and activist writings. No prior knowledge of bisexuality is required, though some work in gender studies, sexual ethics, or cultural studies will be useful.

This course is organized into three units. Each of these units builds on the previous unit.

1) Sexual Identity Development and Personhood: In this section we will examine perspectives on the development of sexual orientation and identity (essentialism, constructionism, gender identity, etc.). We will explore how women's bisexuality is made visible, or invisible, and what this means in terms of the ability or opportunity to claim sexual identity labels. We will also look at how age affects women's experience of themselves as sexual beings, and society's assessment of their sexual value.

2) Sexuality and Social Difference: In this section we explore how differences in social power and positioning influence the individual and the community's experience and understanding of sexuality.

3) Theology and Sexual Ethics: In this section we use case studies to understand how individuals and groups have formulated sexual ethics and theology. We will focus on how this theology emerges from within their social location and how it embodies various assumptions about the origin and meaning of sexual orientation.

Reading Materials

Whenever possible, the assigned readings are available in the reserve reading section of the library. Several articles are also available online, or electronically through the library website.

Students should also have access to the following texts:

Lorraine Hutchins and Lani Kaahumanu, ed. *Bi Any Other Name: Bisexual People Speak Out*. Boston: Alyson Publications 1991.

Debra R. Kolodny, ed. *Blessed Bi Spirit: Bisexual People of Faith*. New York: Continuum Press, 2000.

Sharon Rose, Chris Stevens, et al., ed. *Bisexual Horizons: Politics, Histories, Lives*. London: Lawrence & Wishart, 1996. (Recommended for basic degree students)

Naomi Tucker, Liz Highleyman and Rebecca Kaplan, ed. *Bisexual Politics: Theories, Queries and Visions*. New York: Harrington Press, 1995. (Recommended for advanced degree students)

Professor Self-Positioning

I teach this course from my social position as a bisexual woman and a feminist theologian. My working assumptions include the goodness of sexuality, including same-sex attraction. Although these are my beliefs, students are not expected to reflect them. If you review the course objectives and grading scheme you will find that the course has room for a variety of viewpoints. If you have particular areas of interest that you wish to explore within the framework of this course (e.g., sexuality issues within a particular faith tradition) I will attempt to accommodate your interests. I encourage students to meet with me if they have questions or concerns about the readings or class assignments.

Course Objectives

1. Discover, express and evaluate your own value system and methodology for ethical decision-making.
2. Accurately assess views different from your own. You should be able to articulate political, ethical or religious positions so that a person holding that position would be able to say, "yes, you have understood my argument." You should also be able to engage with opposing views on a level that moves beyond superficial differences to fundamentals, such as differences of values and methodologies.
3. Discover the influence of social positioning on sexuality.
4. Be able to address questions about religious and ethical dimensions of sexuality within a tradition of your choice.

Course Plan

Each class will begin with a lecture on the assigned readings and related issues. In addition to the lecture there will be a tutorial session in which the assigned reading questions and student responses or concerns will be discussed in greater depth. Basic degree students will have their tutorial directly before the lecture. Advanced degree students will have their tutorial session directly following the lecture.

Attendance (15% bd, 10% ad): Attendance will be taken in each class and tutorial session, and will form a percentage of your final mark for the course. Students are asked to contact me through email if they are unable to attend. In some circumstances a quiz will be assigned in place

of missed classes to ascertain the students understanding of the reading material.

Assignments: The purpose of assignments is to display your grasp of the material of the course as well as your ability to apply this material to an area, issue or theory that is of special interest to you. More detailed descriptions of the assignments will be handed out in class, but the following is a general summary.

Reading questions (15% bd, 10% ad): A one-page set of questions will be assigned for each of the three reading unit. They are intended not only to guide reading, but also to direct your attention to the implications of what you have read. They are to be briefly answered by the student, brought to tutorial sessions for discussion, and passed in at the end of class. Please limit your answers to two typewritten pages.

Reflection papers (30% bd & ad): Students will write two reflection papers of two to three pages each on a unit of assigned readings. The first reflection paper is due by class 4. The second is due by class 9.

Major paper (40% bd, 50% ad): The student will choose one of the topics we have covered in this course (identity development, visibility, age, etc.) and relate this topic to an issue of personal interest. Basic degree student papers shall be no less than five pages and no more than eight. Advanced degree student papers shall be no less than fifteen pages and no more than twenty. Papers are due on the last day of class.

Sexual Identity Development and Personhood

Class 1: Introduction. The class lecture will outline the key questions of the course. Students will be divided into groups and assigned tutorial sessions.

- In-class assignment: sexuality questionnaire.
- Homework: Do readings for next class. Answer questions to pass in next week.

Class 2: Sexual identity development. The class lecture will provide an overview of several approaches to sexual identity development.

- Homework: Do readings for next class. Answer questions to pass in next week.

Basic degree students read:

Nancy Chater, and Lilith Finkler. "Traversing Wide Territories: A Journey From Lesbianism To Bisexuality." In *Plural Desires: Writing Bisexual Women's Realities*, Bisexual Anthology Collective, ed. Toronto: Sister Vision Press, 1995, 14-36.

Meg Clarion. "The Hasbians." In *Bisexual Horizons: Politics, Histories, Lives*. Sharon Rose, Chris Stevens, et al., ed. London: Lawrence & Wishart, 1996, 122-126.

Liz A. Highleyman. "Identity And Ideas: Strategies For Bisexuals." In *Bisexual Politics: Theories, Queries and Visions*. Naomi Tucker, Liz Highleyman and Rebecca Kaplan, ed. New York: Harrington Press, 1995, 73-92.

Candace Chellew. "Am I Ex-Straight? Ex-Gays And The Ethics Of Labels." *Whosoever* no. 2 (September/October 1997): Online at <http://www.whosoever.org/v2Issue2/exgay.html>

Advanced degree students read:

Paula C. Rust. "Coming Out In The Age Of Social Constructionism: Sexual Identity Formation Among Lesbian And Bisexual Women." In *Classics in Lesbian Studies*,

Esther D. Rothblum, ed. New York: Haworth Press, 1997, 25-54.

Kim Ficera, "The Movement Is Wrong. Choosing Is Powerful." *New Haven Advocate* (June 29, 2000): Online at www.newhavenadvocate.com.

Kim Ficera. "A Conversation With Frank Aqueno." *New Haven Advocate* (June 29, 2000): Online at www.newhavenadvocate.com.

Liz A. Highleyman. "Identity And Ideas: Strategies For Bisexuals." In *Bisexual Politics: Theories, Queries and Visions*. Naomi Tucker, Liz Highleyman and Rebecca Kaplan, ed. New York: Harrington Press, 1995, 73-92.

Class 3: Visibility. The class lecture will examine the phenomenon of bisexual erasure and visibility, situating it historically within movements of liberalism, identity politics, and postmodernism.

- Homework: Do readings for next class. Answer questions to pass in next week.

- ***First reflection paper due next class***

Basic degree students read:

Carole Bass. "Both Ends Against The Middle: How Gays And Straights Make Bisexuals Invisible." *New Haven Advocate* (June 3, 1999): Online at www.newhavenadvocate.com.

Kevin Lano. "Bisexual History: Fighting Invisibility." *Bisexual Horizons*, 219-226.

Advanced degree students read:

Bass, Carole. "Both Ends Against The Middle: How Gays And Straights Make Bisexuals Invisible." *New Haven Advocate* (June 3, 1999): Online at www.newhavenadvocate.com.

Lano, Kevin. "Bisexual History: Fighting Invisibility." In *Bisexual Horizons: Politics, Histories, Lives*. London: Lawrence & Wishart, 1996, 219-226.

Jay P. Paul. "The Bisexual Identity: An Idea Without Social Recognition." *Bisexual and Homosexual Identities: Critical Theoretical Issues. Vol. 8. Research on Homosexuality*. John P. De Cecco and Michael G. Shively, ed. New York: Haworth Press, 1984, 45-63.

Class 4: Age and Disability

The lecture will examine the symbolic meanings attached to sexuality, particularly as these symbols change with age or disability.

- ***First reflection paper due***
- Homework: Do readings for next class. Answer questions to pass in next week.

Basic degree students read:

Pamela Walker. "Reflecting On Physical Disability And (Bi)Sexuality." In *Bisexuality: A Reader and Sourcebook*. Thomas Geller, ed. Ohai, California: Times Change Press, 1990, 23-25.

Bobbi Kepel. "Grey-Haired And Above Suspicion." In *Bi Any Other Name: Bisexual People Speak Out*. Loraine Hutchins and Lani Kaahumanu, ed. Boston: Alyson Publications 1991, 154-158.

Beverly Wildung Harrison. "The Older Person's Worth In The Eyes Of Society." In *Making The Connections: Essays in Feminist Social Ethics*. Carol S. Robb, ed. Boston: Beacon Press, 1985, 152-167.

Office of the General Assembly, Presbyterian Church (U.S.A.), "Older Adults." In *Sexuality and The Sacred: Sources for Theological Reflection*. James B. Nelson and Sandra P. Longfellow, ed. Louisville: John Knox Press, 1994, 297-304.

Advanced degree students read:

Martin S. Weinburg, Colin J Williams and Douglas W Pryor. "Bisexuals At Midlife: Commitment, Salience, And Identity." *Journal of Contemporary Ethnography* no.2 (Apr 2001): 180-208.

Beverly Wildung Harrison. "The Older Person's Worth In The Eyes Of Society." In *Making The Connections: Essays in Feminist Social Ethics*. Carol S. Robb, ed. Boston: Beacon Press, 1985,

152-167.

Office of the General Assembly, Presbyterian Church (U.S.A.), "Older Adults." In *Sexuality and The Sacred: Sources for Theological Reflection*. James B. Nelson and Sandra P. Longfellow, ed. Louisville: John Knox Press, 1994, 297-304.

Elizabeth Stuart. "Disruptive Bodies: Disability, Embodiment And Spirituality." In *Good News of the Body: Sexual Theology and Feminism*. Lisa Isherwood, ed. New York: New York University Press, 2000, 166-184.

Sexuality and Social Difference

Class 5: Feminist Politics

The lecture will give a brief summary of the issues covered to date. These issues will then be examined within the context of feminist politics. Different approaches to feminist politics will be outlined, with their implications for issues of sexuality.

- Homework: Do readings for next class. Answer questions to pass in next week.

Basic degree students read:

Sharon Dale Stone. "Bisexual Women And The Threat To Lesbian Space: Or, What If All The Lesbians Leave?" *Frontiers* 16, no. 1 (January 1996): 101-117.

Peg Connor. "Warning! Contents Under Heterosexual Pressure." *Hypatia* 12, no.3(Summer 1997): 183-189.

Loraine Hutchins and Lani Kaahumanu. "Overview." In *Bi Any Other Name*, 127-130.

Loraine Hutchins and Lani Kaahumanu. "Overview." In *Bi Any Other Name*, 216-222.

Advanced degree students read:

Loraine Hutchins. "Bisexuality Politics and Community." In *Bisexuality: The Psychology and Politics of An Invisible Minority*. Beth A. Firestein, ed. Thousand Oaks, California: Sage Publications, 1996. 240-259.

Tamara Bower. "Bisexual Women, Feminist Politics." In *Bisexual Politics*, 99-107.

Elizabeth Armstrong. "Traitors To The Cause? Understanding The Lesbian/Gay Bisexuality Debates." In *Bisexual Politics*, 199-217.

Kristen G. Esterberg. "Bisexual Accounts And The Limits Of Lesbian Community." In *Lesbian and Bisexual Identities: Constructing Communities, Constructing Selves*.

Kristin G. Esterberg, ed. Philadelphia: Temple University Press, 1997, 147-168.

Elisabeth D. Daumer. "Queer Ethics; Or, The Challenge Of Bisexuality To Lesbian Ethics." *Hypatia* 7, no. 4 (Fall 1992): 91-106.

Class 6: Gender Variation

The lecture will distinguish between various terms related to gender, including butch/femme, top/bottom, transgender, and transsexual.

- Homework: Do readings for next class. Answer questions to pass in next week.

Basic degree students read:

Virginia Ramey Mollenkott, "Gender Diversity and Christian Community." *The Other* 37, no.3 (May/June 2002): Online at <http://www.theotherside.org/archive/may-jun01/mollenkott.html>

Jory Martin Damon. "Essay For The Inclusion Of Transsexuals." In *Bisexual Politics: Theories, Queries and Visions*. Naomi Tucker, Liz Highleyman and Rebecca Kaplan, ed. New York: Harrington Press, 1995, 241-249.

Paul Turner. "Seeds of Hope: What is transgendered?" *Whosoever* (December 13, 1999): Online at <http://www.whosoever.org/seeds/trans.html>

Leah Lilith Albrecht-Samarasinha. "On Being A Bisexual Femme." In *Femme: Feminists, Lesbians and Bad Girls*. Laura Hams and Elizabeth Crocker, ed. New York: Routledge Press, 1997, 138-144.

Robin Sweeny. "Too Butch To Be Bi (Or You Can't Judge A Boy By Her Lover)." *Bisexual Politics*, 179-187.

Advanced degree students read:

Virginia Ramey Mollenkott. "Chapter 5: Femininity, Masculinity, And Human Fulfilment." In *Sensuous Spirituality: Out from Fundamentalism*. Virginia Ramey Mollenkott, ed. New York: Crossroad Press, 1953.

Albert Richard Allgeier and Elizabeth Rice Allgeier. "Normal And Atypical Gender Differentiation." In *Bisexuality: A Reader and Sourcebook*. Thomas Geller, ed. Ohai, California: Times Change Press, 1990, 82-99.

Leah Lilith Albrecht-Samarasinha. "On Being A Bisexual Femme." In *Femme: Feminists, Lesbians and Bad Girls*. Laura Hams and Elizabeth Crocker, ed. New York: Routledge Press, 1997,138-144.

Sweeny, Robin. "Too butch to be bi (or you can't judge a boy by her lover)." *Bisexual Politics*, 179-187.

Starchild. "A Transsexual theology." *Whosoever* 2, no. 2 (September/October 1997): Online at <http://www.whosoever.org/v2Issue2/starchild.html>

Karen Lebacqz. "Difference Or Defect? Intersexuality And The Politics Of Difference." In *The Annual of The Society of Christian Ethics*, vol.17. John Kelsay and Sumner B. Twiss, eds. Chicago: Society of Christian Ethics, 1997, 213-229.

Class 7: Black Lesbian And Bisexual Women

The lecture will trace the gender binary as it is usually transferred onto racialized bodies.

- Homework: Do readings for next class. Answer questions to pass in next week.

All students read:

Beverly Greene. "African American Lesbian and Bisexual Women." *Journal of Social Issues* 56, no.2 (Summer 2000): 239.

Gloria Wekker. "Mati-Isms And Black Lesbianism: Two Idealtypical Expressions Of Female Homosexuality In Black Communities Of The Diaspora." In *The Greatest Taboo: Homosexuality in Black Communities*. Delroy Constantine-Simms, ed. New York: Alyson Books, 2000, 149-162

Valerie Barlow. "Bisexuality And Feminism: One Black Woman's Perspective." In *Bisexual Horizons*, 38-40.

Abby Wilkerson. "Ending At The Skin: Sexuality And Race In Feminist Theorizing." *Hypatia* 12, no. 3 (Summer 1997): 164-174.

Class 8: Thinking Beyond Binary Categories Of Race

The lecture will look at racial categories that resist binary classification.

- Homework: Do readings for next class. Answer questions to pass in next week.
- *** Second reflection paper due next class ***

Basic degree students read:

Yasmin Prabhudas. "Bisexuals And People Of Mixed Race: Arbiters Of Change." In *Bisexual Horizons*, 30-31.

Naomi Tucker. "Passing: Pain Or Privilege? What The Bisexual Movement Can Learn From Jewish Experience." *Bisexual Horizons*, 32-37

Thompson, Beverly Yuen. "Fence Sitters, Switch Hitters, And Bi-Bi Girls: An Exploration Of Hapa And Bisexual Identities." *Frontiers* 21, no.1&2 (2000): 171-180.

Leela Acharya, Nancy Chater, Dionne Falconer, Sharon Lewis, Leanna McLennan and Susan Nosov. "Toward A Feminist Bisexual Politic: A Discussion." In *Plural Desires*, 210-225.

Acharya, Leela, Amina, Amita, Farzana Doctor, and Nupur Gogia. "Purifying The (Identi)Ghee: South Asian Feminist Gup-Shup." In *Plural Desires*, 101-118.

Advanced degree students read:

Beverly Yuen Thompson, "Fence Sitters, Switch Hitters, And Bi-Bi Girls: An Exploration Of Hapa And Bisexual Identities." *Frontiers* 21, no.1&2 (2000): 171-180.

Leela Acharya, Amina, Amita, Farzana Doctor, and Nupur Gogia. "Purifying The (Identi)Ghee: South Asian Feminist Gup-Shup." In *Plural Desires: Writing Bisexual Women's Realities, Bisexual Anthology Collective*, ed. Toronto: Sister Vision Press, 101-118.

Leela Acharya, Nancy Chater, Dionne Falconer, Sharon Lewis, Leanna McLennan and Susan Nosov. "Toward A Feminist Bisexual Politic: A Discussion." In *Plural Desires*, 210-225.

J. Fuji. Collins. "Biracial-Bisexual Individuals: Identity Coming Of Age." *International Journal*

of *Sexuality and Gender Studies* 5, no. 3, (2000): 221-253.

Class 9: Class

The lecture will look at the issue of class and its effect on sexual identity and community.

- Homework: Do readings for next class. Answer questions to pass in next week.
- ***Second reflection paper due***

All students read:

Joanna Kadi. "Homophobic Workers or Elitist Queers?" In *Thinking Class: Sketches From a Cultural Worker*. Joanna Kadi, ed. Boston: South End Press, 1996, 143- 157.

Susan Raffae. "Queerly Classed Questions." In *Queerly Classed: Gay Men & Lesbians Write About Class*. Susan Raffae, ed. Boston: South End Press, 1997, 9-11.

Dorothy Allison. "A Question of Class." In *Sisters, Sexperts, Queers: Beyond the Lesbian Nation*. Arlene Stein, ed. New York: Penguin, 1993, 131-155.

Theology and Sexual Ethics

Class 10: Sexuality and Christian Practice

The lecture will summarize the issues raised in section II, and describe their relevance to spiritual and theological work.

Homework: Do readings for next class. Answer questions to pass in next week.

All students read:

John J. Carey. "Sexuality: What We Couldn't Say. The Chair Of The Presbyterian Task Force Reflects On Church, Pain And Bias." *Christianity and Crisis* (August 19, 1991): 258-259.

Susan Halcomb Craig. "A Word We Cannot Yet Speak/ A Word We Must Now Speak: Bisexuality And The Presbyterian Church (U.S.A.)." In *Blessed Bi Spirit: Bisexual People of Faith*. Debra R. Kolodny, ed. New York: Continuum Press, 2000, 226-238.

Lily S. Ransom. "Navigating Sex, Sexuality And Christian Values." *Sexuality and Culture* 4, no. 3 (Summer 2000): 65.

Gilly Rosenthal. "I Can Love All The Faces Of G-D." In *Blessed Bi Spirit*, 47-52.

Rebecca Gorlin. "The Voice Of A Wandering Jewish Bisexual." In *Bi Any Other Name*, 252-253.

Amanda Udis-Kessler. "The Holy Leper And The Bisexual Christian." In *Blessed Bi Spirit*, 11-16.

Christopher Alexander. "Affirmation: Bisexual Mormon." In *Bi Any Other Name*, 193-197.

Class 11: Spirituality

The lecture will delineate the various distinctions made by the authors between religion and spirituality. The issue of whether this distinction is a false binary will be explored. As well, the meaning of spirituality for sexuality will be discussed, particularly the danger of losing a sense of embodiment.

- Homework: Do readings for next class. Answer questions to pass in next week.

All students read:

Brian Utter. "Bisexuality And The Spiritual Continuum." In *ReCreations: Religions and Spirituality in the lives of Queer People*. Catherine Lake, ed. Toronto: Queer Press, 1999, 143-147.

Barbara Gibson. "A Bisexual Feminist Spirituality." In *Blessed Bi Spirit*, 184-191.

Karen Hurley. "Coming Out In Spirit And Flesh." In *Bi Any Other Name*, 94-98.

Laura Dykstra. "Jesus, Bread, Wine And Roses: A Bisexual Feminist At The Catholic Worker." In *Blessed Bi Spirit*, 78-88.

Class 12: Sexual Ethics: the case study of Monogamy and Polyamory

The lecture will address the biggest recurring issue in bisexual ethics: sexual fidelity. The lecture will outline the distinctions between uses of terms such as fidelity, monogamy, non-monogamy, polyfidelity, and polyamory.

- Homework: Do readings for next class. Answer questions to pass in next week.
- *** Major papers due next class***

All students read:

Annie S. Murray. "Forsaking All Others: A Bifeminist Discussion Of Compulsory Monogamy." In *Bisexual Politics*, 293-304.

Lenore Norrgard. "Can Bisexuals Be Monogamous?" In *Bi Any Other Name*, 281-284.

Dossie Easton and Catherine A. Liszt. "Chapter 2: Values and Ethics," and "Chapter 3: Paradigms, Old and New." In *The Ethical Slut: A guide to infinite sexual possibilities*. Dossie Easton and Catherine A. Liszt, ed. San Francisco: Greenery Press, 1997, 19-39.

Paul Turner. "Seeds of Hope: Is It Okay For A Married Woman To Act On Her Bisexual Feelings?" *Whosoever* (April 19, 2002): Online at <http://www.whosoever.org/>

Paul Turner. "Seeds of Hope: Can bisexuals be monogamous?" *Whosoever* (February 14, 1999): Online at <http://www.whosoever.org/seeds/monog.html>

Class 13: Summary and discussion

The lecture and tutorials will be replaced with an informal discussion of the issues from the course.

➤ ***Major papers due today***

Sexuality Questionnaire

This questionnaire is to enable the professor to tailor the class material and lectures to the needs and interests of the class. It can also serve as a way for you to assess your own learning.

Although you should write your name on the test, your answers will **not** form part of your mark for the course.

1. Which of the following are sexual orientations? (Check all that apply)

- | | | |
|---------------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> ageism | <input type="checkbox"/> heterosexism | <input type="checkbox"/> polyamorous |
| <input type="checkbox"/> bi-curious | <input type="checkbox"/> heterosexual | <input type="checkbox"/> queer |
| <input type="checkbox"/> bisexual | <input type="checkbox"/> homosexual | <input type="checkbox"/> queer |
| <input type="checkbox"/> butch | <input type="checkbox"/> kinky | <input type="checkbox"/> questioning |
| <input type="checkbox"/> female | <input type="checkbox"/> lesbian | <input type="checkbox"/> questioning |
| <input type="checkbox"/> femme | <input type="checkbox"/> male | <input type="checkbox"/> single |
| <input type="checkbox"/> gay | <input type="checkbox"/> misogyny | <input type="checkbox"/> straight |
| <input type="checkbox"/> gender queer | <input type="checkbox"/> monogamous | <input type="checkbox"/> transsexual |

3. How is transsexual different from transgender?

4. How is homophobia different from heterosexism?

5. For each of the following terms circle the appropriate number. 1 = not at all; 2 = with difficulty; 3 = with some difficulty; 4 = with little effort; and 5 = easily.

I could define the following terms:

agency	1	2	3	4	5
ageism	1	2	3	4	5
false consciousness	1	2	3	4	5
homophobia	1	2	3	4	5
biphobia	1	2	3	4	5
transphobia	1	2	3	4	5
lesbian continuum	1	2	3	4	5
misogyny	1	2	3	4	5
monogamy	1	2	3	4	5
patriarchy	1	2	3	4	5
sexism	1	2	3	4	5

6. On a separate sheet, answer any of the following questions if you feel comfortable to do so.

What led you to be interested in this course?

What do you hope to learn through this course?

What are your fears, concerns or worries about the course?

Something you want me to know about you is:
Other comments

Class 2: Sexual Identity Development

Basic Degree Questions for Tutorial

Answer these questions briefly on a separate sheet of paper. Write your name clearly in the upper right hand corner. Bring the answers to the tutorial prepared to discuss them. Pass sheets in at the end of class.

Nancy Chater and Lilith Finkler. "Traversing Wide Territories: A Journey From Lesbianism To Bisexuality." In *Plural Desires: Writing Bisexual Women's Realities*. The Bisexual Anthology Collective, ed. Toronto: Sister Vision Press, 1995. 14-36.

1. List any terms that are new to you.
2. How does Finkler define lesbianism in the article? Does this change in the interview?
3. What concerns does Finkler raise? What is she worried that people will think?
4. How does Finkler relate to the term bisexual in the article? What has changed by the time she is interviewed, and what made this change possible?
5. What potential problems does Finkler see in the term bisexual?
6. Why does Finkler prefer "anarchist feminist"?
7. What is Finkler's concern with biological arguments?

Meg Clarion. "The Hasbians." In *Bisexual Horizons: Politics, Histories, Lives*. Sharon Rose, Chris Stevens, et al., ed. London: Lawrence & Wishart, 1996. 122-126.

1. Why did the lesbians coming out as bisexual need their own support group? What unique concerns did they have?
2. What were the benefits of identifying as lesbian for these women?
3. What stereotypes of bisexual women come up in the article?

Liz A. Highleyman. "Identity And Ideas: Strategies For Bisexuals." In *Bisexual Politics: Theories, Queries and Visions*. Tucker, Naomi, Liz Highleyman and Rebecca Kaplan. New York: Harrington Press, 1995. 73-92.

1. List any terms that are new to you.
2. What problems does Highleyman identify with identity politics?
3. What are the four strategies Highleyman identifies in bisexual organizing? What problems and benefits does she see in each?

Class 2: Sexual Identity Development

Advanced Degree Questions for Tutorial

Answer these questions briefly on a separate sheet of paper. Write your name clearly in the upper right hand corner. Bring the answers to the tutorial prepared to discuss them. Pass sheets in at the end of class.

Paula C. Rust. "Coming Out In The Age Of Social Constructionism: Sexual Identity Formation Among Lesbian And Bisexual Women." In *Classics in Lesbian Studies* Esther D. Rothblum, New York: Haworth Press, 1997. 25-54.

1. List any terms that are new to you.
2. What problems does Rust see in linear models of sexual development?
3. How is symbolic interaction theory's approach to identity different than other models?
4. What did Rust's findings suggest about the coming out process?
5. How is the differentiation between identity, essence and behavior important in this article?
6. How does Rust differentiate between bisexuality and sexual mutability?

Liz A. Highleyman. "Identity And Ideas: Strategies For Bisexuals." In *Bisexual Politics: Theories, Queries and Visions*. Tucker, Naomi, Liz Highleyman and Rebecca Kaplan. New York: Harrington Press, 1995. 73-92.

1. List any terms that are new to you.
2. What are the origins, benefits and problems of identity politics, according to Highleyman?
3. What are the benefits and challenges of the four organizing strategies Highleyman names?
4. Which, if any, of these strategies seems the best choice in your opinion? Are there benefits or problems Highleyman has missed?

Kim Ficera. "The Movement Is Wrong. Choosing Is Powerful." *New Haven Advocate* (June 29, 2000).

1. How does Ficera differentiate between choosing and accepting?
2. What is at stake in the argument over essentialism, social constructionism, and choice?

Kim Ficera. "A Conversation With Frank Aqueno." *New Haven Advocate* (June 29, 2000).

1. What power does Aqueno see in choosing to be gay?
2. How does bisexuality complicate or clarify the issue of choosing?
3. What is being chosen?

Class 3: Visibility

Basic Degree Questions for Tutorial

Answer these questions briefly on a separate sheet of paper. Write your name clearly in the upper right hand corner. Bring the answers to the tutorial prepared to discuss them. Pass sheets in at the end of class

Carole Bass. "Both Ends Against The Middle: How Gays And Straights Make Bisexuals Invisible." *New Haven Advocate* (June 3, 1999). Online at www.newhavenadvocate.com.

1. List any terms that are new to you.
2. What is the difference between invisibility and erasure?
3. According to Yoshino, what benefits do gays and straights get from erasing bisexuality?
4. Why do you think bisexuality get erased, while other middle categories, like middle class expand to overshadow everything else?
5. What influence do essential notions of innocence or guilt (page 9) have on court cases?

Kevin Lano. "Bisexual History: Fighting Invisibility." In *Bisexual Horizons: Politics, Histories, Lives*. Sharon Rose, Chris Stevens, et al., ed. London: Lawrence & Wishart, 1996. 219-226.

1. What is the difference between sexual liberation, gay liberation, and the gay and lesbian movement as Lano sees it?
2. What does Lano identify as the motivating force of the bisexual movement in the U.K.?
3. Does Lano see bisexual organizing as a phenomenon limited to the western world? Why or why not?

Class 3: Visibility

Advanced Degree Questions for Tutorial

Answer these questions briefly on a separate sheet of paper. Write your name clearly in the upper right hand corner. Bring the answers to the tutorial prepared to discuss them. Pass sheets in at the end of class

Jay P. Paul. "The Bisexual Identity: An Idea Without Social Recognition." In *Bisexual and Homosexual Identities: Critical Theoretical Issues Vol. 8. Research on Homosexuality*. John P. De Cecco and Michael G. Shively, ed. New York: Haworth Press, 1984. 45-63.

1. List any terms that are new to you.
2. What is the difference between biological sex, sex role, and sexual orientation? How are these three sometimes conflated?
3. What reservations does Paul have about the group Bieber and his associates studied? What similar concerns might be raised about other studies?
4. How do these studies deal with fantasy, attraction, behavior, history and sexual identity? Are they all studying the same thing?
5. How does Paul use the ethnic model in discussing bisexuality? What would be an alternative model?
6. What benefits does bisexuality offer, according to Paul?

Carole Bass. "Both Ends Against The Middle: How Gays And Straights Make Bisexuals Invisible." *New Haven Advocate* (June 3, 1999). Online at www.newhavenadvocate.com.

1. List any terms that are new to you.
2. Yoshino notes that bisexuality gets erased, while other middle categories, like middle-class expand to overshadow everything else. What role does social power play in determining what categories become dominant?
3. What influence do essential notions of innocence or guilt (page 9) have on court cases?

Kevin Lano. "Bisexual history: Fighting Invisibility." In *Bisexual Horizons: Politics, Histories, Lives*. Sharon Rose, Chris Stevens, et al., ed. London: Lawrence & Wishart, 1996. 219- 226.

1. What is the difference between sexual liberation, gay liberation, and the gay and lesbian movement as Lano sees it? What difference do these origins have in determining the goals of the bisexual movement?
2. Does Lano see bisexual organizing as a phenomenon limited to the western world? Why or why not? What problems might there be with using bisexuality as a cross-cultural model?

Class 4: Age and Disability

Basic Degree Questions for Tutorial

Answer these questions briefly on a separate sheet of paper. Write your name clearly in the upper right hand corner. Bring the answers to the tutorial prepared to discuss them. Pass sheets in at the end of class.

Pamela Walker. "Reflecting On Physical Disability And (Bi)Sexuality." In *Bisexuality: A Reader and Sourcebook*. Thomas Geller, ed.. Ohai, California: Times Change Press, 1990. 23-25.

1. What issues might come up in a conversation about the Playboy pictorial featuring Ellen Stohl?
2. How do issues of disability relate to issues of age in terms of how society defines the elderly?

Bobbi Kepel. "Grey-Haired And Above Suspicion." In *Bi Any Other Name: Bisexual People Speak*. Loraine Hutchins and Lani Kaahumanu. Boston: Alyson Publications 1991,154-158.

1. Which of the issues Bobbi faced in her sexual life were specific to her age?
2. What social attitudes and assumptions are responsible for making Bobbi above suspicion because of her age?

Beverly Wildung Harrison. "The Older Person's Worth In The Eyes Of Society." In *Making The Connections: Essays in Feminist Social Ethics*. Carol S.Robb, ed. Boston: Beacon Press, 152-167.

1. Why does Harrison see the dehumanization of older people as a theological and moral issue?
2. What does Harrison identify as our society's myths?
3. How does Harrison define split consciousness?
4. How does a social over-valuation of production affect our sexual values? How is our view of work translated onto sex?
5. What parallels does Harrison see between the treatment of children and the treatment of older people?
6. What does Harrison hope to counteract with her concept of positive embodiedness?
7. What are the requirements Harrison lists for an adequate ministry to older people?

Class 4: Age and Disability

Advanced Degree Questions for Tutorial

Answer these questions briefly on a separate sheet of paper. Write your name clearly in the upper right hand corner. Bring the answers to the tutorial prepared to discuss them. Pass sheets in at the end of class.

Martin S. Weinburg, Colin J Williams and Douglas W Pryor. "Bisexuals At Midlife: Commitment, Saliency, And Identity." *Journal of Contemporary Ethnography* 30, no.2 (Apr 2001): 180-208.

1. What kind of changes did the participants report? Which changes did they attribute to aging?
2. What issues were particularly important for the women interviewed?
3. Where were the respondents choosing to direct their energy?
4. What were the reasons given for the participants' decreased participation in bisexual community movements?
5. What types of criteria did the participants use in constructing their sexual identity as they became older? What elements of their sexuality became more or less important to them?

Beverly Wildung Harrison. "The Older Person's Worth In The Eyes Of Society." In *Making The Connections: Essays in Feminist Social Ethics*. Carol S. Robb, ed. Boston: Beacon Press, 152-167.

1. Why does Harrison see the dehumanization of older people as a theological and moral issue?
2. What does Harrison identify as our society's myths? How do these myths cause a split consciousness?
3. What connections does Harrison make between production and re-production? How does this relate to the sexuality of older people?
4. What sort of symbolism does society attach to bodies at different ages? What symbolism do we attach to the baby, the child, the adolescent, the adult, the middle-aged, or the elderly? How is this restricting?

Office of the General Assembly, Presbyterian Church (U.S.A.), "Older Adults." In *Sexuality and The Sacred: Sources for Theological Reflection*. James B. Nelson and Sandra P. Longfellow, eds. Louisville: John Knox Press, 1994. 297-304.

1. What is the relation between embodiment and our attitudes toward aging?
2. What recommendations does the General Assembly make? What is left out?
3. What factors does the General assembly imagine might be influencing the sexual attitudes and behaviors of older people?

Additional Bibliography

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- Friedland, Lucy and Liz A. Highleyman. "The fine art of labelling: the convergence of anarchism, feminism and bisexuality." In *Bi Any Other Name*, 285-298.
- Furman, Kerner. "Women, Aging And Ethics: Reflection On Bodily Experiences." In *Annual of The Society of Christian Ethics*. Harlan Beckley, ed. Boston: Society of Christian Ethics, 1994. 229-256.
- George, Sue. "Living As Bisexual." In *Women And Bisexuality*. Sue George, ed. London: Scarlet Press, 1993, 64-120.
- Heldke, "In Praise Of Unreliability." *Hypatia* 12, no. 3 (Summer 1997): 174-183.
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- Yoshino, Kenji. "The Epistemic Contract Of Bisexual Erasure. *Stanford Law Review*" 52, no.2 (January 2000): 353-452.
- Young, Stacey. "Bisexuality, Lesbian And Gay Communities, And The Limits Of Identity Politics." In *Bisexual Politics*, 219-228.

Introductory Lecture Outline

Introduction (five minutes)

- Identify course
- Professor Information: degree, activist history, approach to course material.
- Pass out course syllabus and encourage students to read it.

Course Objectives section (ten minutes)

- Emphasise the goal is for them to develop their own value system, not just uncritically adopt someone else's values.
- Stress the importance of being able to be accurate in their assessment of opposing opinions. Not aiming for a sense of objectivity, but trying to do justice to those with whom you disagree.
- Focus on social positioning.
- Develop ability to answer questions about a tradition of their choice. Although this course is on Bisexual Women and Theology, the student doesn't have to choose a religious tradition. Could be an ethical tradition (e.g., secular humanism).

Overview of articles and concepts for next time (fifteen minutes)

- Brief explanation of social constructionism and essentialism
- Problems with assumption of linearity: idea of central truth; denigration of earlier stages or phases of identity; inability to address differences in culture or social position.

Sexuality questionnaire (15 minutes)

Arrange tutorial groups and pass out reading questions (15 minutes)

Reflection Papers

Purpose: The purpose of a reflection paper is to express your own opinion. This should be an opinion informed by the readings.

Format: The paper should be two to three pages, double-spaced, in 12 point type, with one inch margins. It should be typed. In the upper left corner include your name and the unit whose readings you have chosen to reflect upon.
eg: Yoshiko Ng
Visibility

Due dates: The first reflection paper is due in class 4. The second is due in class 9.

How to write the reflection paper:

- 1) Choose a unit whose readings you have already completed. For the first reflection paper you may choose from A) sexual identity development, B) visibility, or C) age and disability. For the second you may choose from A) feminist politics, B) gender variation, C) race, or D) class.
- 2) Review the readings from the unit you have chosen.
- 3) Answer the following questions.
 - What do the authors have to say about the theme of the unit? Each author's views should be presented in a two or three line summary. eg: "Charlotte Smith argues that sexual identity is the result of early childhood attachments."
 - Do the authors disagree with one another? Can you identify points of contention or controversy? This again should be brief, limited to one paragraph. eg: "Hannigan and Portious disagree on the importance of sexual experience in determining sexual identity."
 - What is your view on this controversy or disagreement? What values or assumptions do you use to support your opinion?
 - What are some of the problems or benefits you see in the approach of the authors? Does their argument match your own experience and beliefs, or those of others? Why or why not?

The last two questions should form the majority of the paper. You don't need to quote an author. It is sufficient to summarize, "I disagree with De Lac's argument, that women are less sexual than men, because..."

Examples of ways to present your reflections:

If what Lee says about gender is true, then all pairings would have to, in theory, contain a masculine and a feminine partner, regardless of the sex of the people involved. This is problematic because it assumes that all individuals embody either a masculine or feminine gender, and that such genders automatically result in attraction. Feminine-feminine pairings would thus be impossible.

Sinclair and Iscove disagree on the meaning of same-sex attraction. I find Sinclair's position more convincing because it can account for transsexuality, while Iscove's cannot.

Major Paper

Purpose: The purpose of the major paper is to relate one of the topics we have covered to an area of your own interest.

Format: Basic degree student papers shall be no less than five pages and no more than eight. Advanced degree student papers shall be no less than fifteen pages and no more than twenty. They should be typed in a 12 point font, double spaced, with one inch margins.

Due dates: Papers are due on the last day of class.

How to write a major paper:

1. Organize your thoughts into an outline. Plan what you have to say. Have your ideas lead smoothly from one to another. eg: what is sexual identity? why is it important? how does it develop?

2. Tell the reader what subject you have chosen and why it is important to you. Eg: “In this paper I have chosen to write about race and sexuality. My interest in this topic comes from my experience as a Japanese-Canadian woman who identifies as a lesbian.” Or, “I have chosen to write about disability and sexuality. As a woman with a hearing impairment this is an important issue to me.” Or, “I have chosen to look at the issue of monogamy and polyamory. I will argue from my perspective as a monogamous, married Catholic.”

3. Summarize the issues related to the topic you have chosen. You don't need to present all of the issues, only those that interest you personally, and which you want to talk about. Eg: “The three key issues around race and sexuality, as I see them, are....” Or, “Four interesting problems emerge from the controversy over choice as a factor in sexual orientation. They are....”

4. If you like, relate your topic to an area of interest to you not covered by the course, or covered in a different unit. eg: (combining the race unit with the age unit) “I have chosen to look at the issues affecting black lesbians and bisexual entering middle age.” Or (combining the gender unit with an interest in medical ethics) “I have chosen to look at how heterosexism and monosexism play a role in physician responses to transsexual clients seeking sex realignment surgery.”

5. Choose and present your argument, supporting each assertion as you go. If you quote an author explain why. eg: “MacWilliams sees the Klein grid as an improvement over the Kinsey scale. [quote from MacWilliams] MacWilliams makes an important point. If we include the fantasies of individuals then we achieve a more accurate sense of identity for those who are celibate or sexually inexperienced.”

6. Come to a conclusion. Summarize your arguments thus far and take a stance. This doesn't have to be the only conclusion possible, but it should be a logical conclusion based on the body of the paper. A good mark is the result of an organized and well-argued paper. Whether I think your argument is “correct” or not is irrelevant.