



# ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Religious Studies

RS 241 Winter 2023

Sex, Politics, and Religion in the US and Canada

## INSTRUCTOR INFORMATION

Instructor: Dr. Scott Kline  
Office: SJU-SH 2024 or PAS 1054  
Phone: 519-884-8111 x28289  
Office Hours: By appointment  
Class: 11:30 am – 12:50 pm / SJ2 2007  
Email: scott.kline@uwaterloo.ca

## COURSE DESCRIPTION

What are the three topics that should not be talked about in polite company? Sex, politics, and religion. Breaking the taboo, this course examines religious practices and conflicts around sexuality and sexual behaviour in the United States and Canada, and how they have manifested in political contests and public policy. (Official Description).

This course this term may/will focus primary on issues that have arisen since the beginning of the 20<sup>th</sup> century: e.g., women's voting rights, polygamy, the legalization of the pill, abortion (including *Roe v. Wade*, *R. v. Morgentaler*, and *Dobbs v. Jackson Women's Health Organization*), equal rights and the equal rights amendment, pornography, the culture wars, same-sex marriage, ritual cutting, family leave, and sex-related procedures and healthcare (including birth control, sterilization, transitioning, and body shaping).

## COURSE OBJECTIVES

At the end of the course, students should be able to

- demonstrate an historical understanding of issues related to sex, politics, and religion in the US and Canada;
- understand the various roles religious and political leaders and institutions play in public debates regarding sex and sexuality;
- facilitate discussions related to sex, politics, and religion in the US and Canada; and
- engage in a critical discussion with their peers on topics related to sex, politics, and religion.

## REQUIRED TEXT

There is no required text. All readings (and videos) will be available through the LEARN site, the University of Waterloo e-library, or through the internet.

## COURSE REQUIREMENTS

**Participation:** As this course is highly dialogical, students should come to class prepared to engage in an informed discussion of the class topic. This means readings should be completed by the date on the course schedule. Participations also means that students are expected to participate in the class by asking probing questions, helping with the facilitation of discussions (e.g., if the discussion is waning, you have a responsibility to ask a probing question—it’s not just the responsibility of the instructor to facilitate a discussion), and actively contributing to seminar discussions.

**Critical Response Paper:** This paper is on the topic of birth control, women’s rights, and religious freedom. It will focus on a set of questions that will encourage you to draw on course materials and recent examples in the United States and Canada. It will be no more than 500 words in length. Further details will be forthcoming. The paper is due Tuesday, February 9, 2023.

**Research Paper Proposal:** This proposal has two components. The first is a 200-word written proposal, with a minimum of five (5) key sources. The second is a 10-minute meeting with the instructor to discuss the topic of your research paper. You should complete this work by February 17, 2023

**Research Paper Summary:** This assignment requires you to draft a 500-word summary of your research paper, which also includes an “adequate” bibliography. This summary should be submitted by Friday, March 10, 2023. You will then meet with the instructor (via Teams) to discuss the development of your research during the week of March 14, 2023.

**Research Paper Presentation:** Students will present their research paper to the class. The presentation should normally be approximately 15 minutes, with 10 minutes of Q&A. The objective here is to receive feedback from your peers in a manner typical of an academic conference or a thesis presentation. Students may ask the class to review materials (e.g., articles, historical videos) to prepare for the presentation. We will reserve the weeks of March 28 and April 4, 2023, to ensure adequate time for presentations.

**Research Paper:** This research paper, on a topic developed in conversation with the instructor (see the Proposal requirement above), will focus on a topic related to sex, politics, and religion in the US and Canada. It should be between 8 to 12 pages in length (no more than 3,500 words). Due April 15, 2023.

## EVALUATION

Participation	20%
Critical Response Paper	15%
Research Paper Proposal	5%
Research Paper Summary	15%
Research Paper Presentation	15%
Research Paper	<u>30%</u>
Total	100%

## COURSE SCHEDULE

Week	Dates	Course Content	Readings / Assignments
1	Jan. 10  Jan. 12	<b>INTRODUCTION:</b> Syllabus and Course Introduction  Class cancelled / SJU Closed	No readings
2	Jan. 17  Jan. 19	<b>I. Sex, Politics, and Religion in the Modern World</b> <ul style="list-style-type: none"> <li>A New World: Modernity and Secularization</li> <li>Religion, Rights, and Religious Liberty</li> </ul>	No Reading  <a href="#">Amendments</a> to the Constitution of the United States of America (especially Amendment #2 and Amendment #14)  <a href="#">Canadian Charter of Rights and Freedoms</a>
3	Jan. 24  Jan. 26	<ul style="list-style-type: none"> <li>Modernity and Religious Liberty: Polygamy as a Challenge</li> <li>Rights, Freedoms, and Women as Political Actors</li> </ul>	Stephanie Coontz, "Something Old, Something New: Western European Marriage at the Dawn of the Modern Age"  <a href="#">Reynolds v. The United States</a> (1878)  The Fifth Estate, " <a href="#">Winston Blackmore and Polygamy</a> " (2003)  [Resource only] <a href="#">R. v. Blackmore</a> (BC Supreme Court, 2018)  Anne Braude, "Religion and Women's Political Mobilization"  TBD
4	Jan. 31	<b>II. Birth Control</b> <ul style="list-style-type: none"> <li>The Sexual Revolution and the Pill (part 1)</li> </ul>	PBS American Experience, " <a href="#">The Pill</a> " (video, 2003)  <a href="#">"The Opposition of the Catholic Church to the Repeal of the Federal Comstock Legislation, 1914-1936"</a> Georgetown University Digital Archives  Amy Sohn, " <a href="#">The Moral Crusader behind Some of our Most Draconian, Patriarchal Laws</a> ," <i>Washington Post</i> (Dec. 21, 2021)

	Feb. 2	<ul style="list-style-type: none"> <li>The Sexual Revolution and the Pill (part 2)</li> </ul>	<p>Lisa McClain, "<a href="#">How the Catholic Came to Opposed Birth Control</a>"</p> <p><a href="#">Humanae Vitae</a> (1968) (specific sections TBA)</p>
5	Feb. 7  Feb. 9	<p><b>III. Abortion</b></p> <ul style="list-style-type: none"> <li>Abortion in the US: <i>Roe v Wade</i> (1973) and Its Consequences</li> </ul> <p><i>Critical Response Paper Due</i></p> <ul style="list-style-type: none"> <li>Abortion in Canada: The Morgentaler Affair and <i>R. v. Morgentaler</i> (1988)</li> </ul>	<p>PBS Frontline, "<a href="#">How Roe v Wade Came Under Attack Before</a>" (video, 2022)</p> <p><a href="#">Planned Parenthood of Southeastern Pennsylvania v. Casey</a> (1992) (Summary)</p> <p><a href="#">Democracy on Trial: The Morgentaler Affair</a> NFB Docudrama (video, 1984)</p>
6	Feb. 14      Feb. 17	<ul style="list-style-type: none"> <li><i>Dobbs v. Jackson Womens Health Org</i> (2022)</li> </ul> <p><i>Research Paper Proposals</i></p>	<p>Tricia C. Bruce, <a href="#">How Americans Understand Abortion: A Comprehensive Interview Study of Abortion Attitudes in America</a> (2020)</p> <p>Pew Research, "<a href="#">What the Data Says about Abortion in the US</a>" (2022)</p> <p>Pew Research, "<a href="#">Abortion Rises in Importance as Voting Issue Driven by Democrats</a>" (2022)</p> <p>Carrie Blazina, "<a href="#">Key Facts about the Abortion Debate in America</a>" Pew Research (2022)</p> <p>Summary of <i>Dobbs</i> <a href="https://constitutioncenter.org/the-constitution/supreme-court-case-library/dobbs-v-jackson-womens-health-organization">https://constitutioncenter.org/the-constitution/supreme-court-case-library/dobbs-v-jackson-womens-health-organization</a></p> <p>Meet with instructor prior to Feb. 17</p>
	Feb. 20-26	Reading Week	No class
7	Feb. 28  March 2	<p><b>IV. The Culture Wars</b></p> <ul style="list-style-type: none"> <li>The Moral Majority and the Rise of the Christian Right</li> <li>Family Values, the Reagan Revolution, and</li> </ul>	<p>Shauna L. Shames, Didi Kuo, and Katherine Levine, "Culture War? A Closer Look at the Role of Religion, Denomination, and Religiosity in US Public Opinion on Multiple Sexualities," in <i>Faith, Politics, and Sexuality Diversity in the US and Canada</i></p> <p>Pat Buchanan, "<a href="#">1992 Republican Convention Address</a>"</p> <p>Tina Fetner and Carrie B. Sanders, "The Pro-Family Movement in Canada and the United States," in <i>Faith, Politics, and Sexual Diversity in Canada and the United</i></p>

		the Mulroney Government	<i>States</i> , ed. David M. Rayside, and Clyde Wilcox (Vancouver: UBC Press, 2011), 89-100.
8	March 7  March 9	<p><b>Pornography</b></p> <ul style="list-style-type: none"> <li>Challenging Pornography: Rights, Women, and Religion</li> <li>Porn Online—The Politics of Porn and Conspiracy Theories</li> </ul> <p><i>NOTE: Research Paper Summaries Due March 10</i></p>	<p>Andrea Dworkin, 1993, "Women and Pornography," <i>New York Review of Books</i>, 40 (October 21): 36–42</p> <p>Catharine MacKinnon, "Pornography, Civil Rights and Speech," in Catherine Itzin (ed.) <i>Pornography: Women, Violence and Civil Liberties</i> (Oxford: Oxford University Press, 1993).</p> <p><a href="#">Jerry Falwell vs. Larry Flynt Debate</a> (1997)</p> <p>RESOURCE: <a href="#">Hustler Magazine v. Falwell</a> (1987)</p> <p>Pontifical Council for Social Communications, "<a href="#">Pornography and Violence in the Communications Media</a>" (1989)</p> <p>Additional porn/conspiracy theories online readings TBD</p>
9	March 14  March 16	<ul style="list-style-type: none"> <li>Research Paper Summary Meetings</li> <li>Research Paper Summary Meetings</li> </ul>	<p>Meet online with professor</p> <p>Meet online with professor</p>
10	March 21  March 23	<p><b>Expanding LGBTQ+ Rights</b></p> <ul style="list-style-type: none"> <li>Same-Sex Marriage in Canada and the US</li> <li>The Politics and Ethics of Gender-Affirming Procedures</li> </ul>	<p>Pew Research, "<a href="#">Religious Unaffiliated People More Likely than Those with a Religion to Lean Left Accept Homosexuality</a>"</p> <p>Jonathan Malloy, "Canadian Evangelicals and Same-Sex Marriage"</p> <p>Legal Cases TBD</p> <p>Jessica Johnston, "<a href="#">Religious Nationalism Holds Sway as Virginia Revokes the Rights of Trans Students</a>," <i>Religion &amp; Politics</i> (Oct. 26, 2022)</p> <p>Additional readings TBD</p>
11	March 28	Student Presentations	

	March 30	Student Presentations	
12	April 4	Student Presentations	
	April 6	Student Presentations	
	April 15	Research Paper	

### **POLICY ON LATE AND UNCOMPLETED WORK**

Late work may be accepted if accompanied by a university-recognized reason (e.g., sickness, religious holiday). Work that is just late will incur a 5% deduction, per day, on the mark, up to a maximum of 25% (not including weekends). After a week, the instructor will enter a mark of 0.

### **ATTENDANCE POLICY**

You are expected to be in class and participating. If you are unable to come to class due to university-recognized reasons (e.g., sickness, religious holiday), please inform the instructor immediately. Prolonged absences will adversely affect your success in this course. It is important to maintain good communication with the instructor if class attendance becomes a problem.

### **ELECTRONIC DEVICE POLICY**

The use of computers or devices to take notes is allowed in this class. You may, also, access internet sources during class for clarification or other course-content purposes. Please do not use the internet during class for to engage non-course related social media, chatting, or other non-course related purposes. During class discussions, when we examine case studies, electronic devices will be discouraged so that you can concentrate on participating in the conversation/discussion.

### **GENERAL NOTE REGARDING WRITTEN WORK**

All writing assignments should be organized, well-written, and reasonably free from grammatical errors. If you need assistance, please contact Dr. Kline.

### **ALTERNATIVE COURSE DELIVERY POLICY**

Since Canada is still experiencing the effects of the COVID pandemic, it may become necessary during the term to adopt an alternative course delivery. In essence, this will mean adopting remote learning. Consequently, the class has been set up to accommodate synchronous remote learning. In other words, you would “attend” class virtually, from 11:30-12:50, and follow the reading and course schedule above. All assignments and evaluation values would remain the same.

## OTHER IMPORTANT INFORMATION

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on [Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on [Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

**Note for students with Disabilities:** [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

## ADDITIONAL SUPPORTS

All of us need a support system. The SJU faculty and staff encourage students to seek out mental health support if needed.

On Campus:

- [SJU Wellness Services](#)
- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7:

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 x213

Full details can be found online on the Faculty of Arts [website](#).

Download [UW and regional mental health resources \(PDF\)](#).

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

## **TERRITORIAL ACKNOWLEDGEMENT**

*This course, when meeting in person, takes place on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.*