“Mormon women have had the priesthood since 1843.” – D. Michael Quinn, 1992.

In this seminar, students with instructor examine the complex issues of women and power throughout Mormon history. Topics include women’s suffrage in Utah before most U.S. states, institutional patriarchy of the modern Mormon Church and religion, the doctrine of Mother in Heaven, women and the priesthood, Women’s Relief Society, women’s relationships with polygamy, and feminist Mormon housewives and Ordain Women. Course is taught by Doctoral student Michelle Mueller with a GTU Newhall award, under the mentorship of Dr. Farajajé.

Mormon Women and Power (Newhall Course) supports Starr King’s ECO core philosophy (Educating to Create Just Communities that Counter Oppressions) in the following ways:

<table>
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<tr>
<th>1. «To be what we want to see»</th>
<th>We envision and create collaborations between (mixed-gender, multifaith) GTU students and contemporary Mormon women.</th>
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<tr>
<td>2. «To shelter prophetic witness in the world»</td>
<td>We embrace, support, and promote the leadership, vision, and wisdom of prophetic people such as Kate Kelly who believes that Mormon women hold the priesthood.</td>
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<td>3. «To counter white supremacy»</td>
<td>We counter white supremacy by decentering the historic narrative of white Mormon women. We engage with materials from Mormon women of color. We read the scholarship of Hawaiian Mormon Hokulani Aikau, and discuss the history of African Americans and Mormon priesthood.</td>
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<tr>
<td>4. «To work for the common good»</td>
<td>We support Mormon women as sisters in the world. We celebrate when any church makes progress towards justice and equality, including the LDS Church’s 1978 removal of the ban on Black priesthood, the creation of mormonsandgays.org, and the leveling of privileges between young women and men missionaries in 2013. We seek to share resources as lightbearers for any who may be willing and/or ready to listen.</td>
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Important points:

(1) Designed as a Hybrid, this is a Moodle-heavy class. Readings outside of your required texts are distributed on Moodle. Reading Forum on Moodle is a weekly assignment, counting for 35% of your grade. All GTU students and SKSM special students have access to Moodle, with your own personal login ID. **If you do not know how to access Moodle, find out from your school immediately. Catching up is not fun!**

(2) This is a Newhall Course. This means it is a course taught by a GTU doctoral student, for the doctoral student to gain experience teaching and to share a perhaps under-addressed topic with M.A./M.Div. students. It is an opportunity for an emerging scholar to practice teaching a topic of significance to them. Newhall Courses benefit M.A. students who can take special courses; doctoral students benefit from experience and perhaps teaching a course related to their dissertation and/or intended field of teaching. As such, I will occupy some of our class time with topics that relate to the course theme 'Mormon Women and Power' and my dissertation, tentatively titled, “Communities of Plural Love: A Comparative Ethnography of Polyamorists and Independent Fundamentalist Mormons.” My hope is that these lectures and discussions will be welcomed and looked forward to. They will be opportunities for me to develop outlines for dissertation chapters and to test ideas out. I will listen for input from M.A./M.Div. students as I share projections of my dissertation. I imagine dissertation-focused discussions taking up 5-25% of our class time overall, not more and not less.

(3) With the Ordain Women movement actively in the news, we may adjust our class plans to address current issues.

(4) If you have suggestions regarding our pace or use of class time (etc.), I ask that you provide feedback, in person or via email, directly to me. Communicate early because most likely I will be happy to make adjustments. The sooner I know, the sooner I can develop a revised plan. I can’t say I will meet every suggestion, but I will consider feedback!

(5) If we are a group of M.A. students only, we may consider turning this course into a seminar/working group relating Mormon Women and Power to individual M.A. thesis projects. Discussion of course nature would take place during class meetings.

I aim to spend each class with three parts (distributed as appropriate per session):

1. Teaching from Michelle (lecture or presentation)
2. Discussion of reading due each week
3. Student activity or student presentation (Activities are more common during early part of course; presentations occur after students have conducted independent research.)
Required Texts:

Recommended Texts:

LEARNING OBJECTIVES:

- Learn the stories of individual historic Mormon women and demonstrate knowledge through class discussion (and Interview Paper, if executed).
- Research a topic of personal interest pertaining to Mormon women and compile knowledge in a final research paper and presentation for class.
- Practice academic writing skills through Biography Paper, Midterm Activity, and Final Research Paper.
- Discuss contemporary issues for Mormon women, including missions, ordination, and Mormon feminism.
- Become involved in public discussion of Mormonism, emphasizing accuracy and depth.
- Sharpen analytic skills regarding the complexities of race, gender, and power as we study the historic ban on Black priesthood and read one or more perspectives from Mormon women of color.
ASSIGNMENTS

Reading Forums (45% of grade)
For each week, we have a Moodle reading forum with questions pertaining to the assigned text. Respond to the questions in a post (minimum one page) to the Moodle classroom Reading Forum for the week, due by Sunday 5pm (earlier recommended). Students will be graded on meeting the requirement, e.g. a thoughtful post that discusses the reading and responds to the question(s), submitted on time, receives 100%. Points will be docked for lateness. No completed post receives 0%.

Class Blog (20% of grade)
For this class, we have a group blog. The website URL is: http://mormonwomenandpower.blogspot.com
The blogosphere or “Bloggernacle” (a play-off of the famous Mormon Tabernacle Choir) has been a major site for the development and propagation of Mormon feminism and Mormon civic lay movement. In order to better understand traditions and methods of Mormon feminism, we will participate with our own class blog. Each class member will be granted posting privileges on our Mormonwomenandpower blog. Students will have access to Moodle Forums and the Class Blog to express themselves. Because some posts may be more raw (experimental) than others, students are welcome to post to the Forum. Students are encouraged to post publicly to the class blog throughout course, but are only held accountable to post a minimum of one entry in the semester. Entries to the class blog may be entries that students have tested first in the Forum, with possible revision after peer/instructor feedback.

Grading rubric for class blog

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<td>Multiple excellently written and thoughtful contributions to the class blog</td>
<td>One or two posts to class blog showing thoughtfulness</td>
<td>One post of 1/3 a page (12-point font single-spaced) lacking in analytic content</td>
<td>Has made an inadequate attempt to contribute to the class blog. One post less than 1/3 a page (12-point font single-spaced).</td>
<td>No contribution to class blog by deadline (April 27).</td>
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Participation (25% of Final Grade)
Includes attendance; helpful, respectful, and thoughtful contributions to class discussion; and any other small assignments not categorized elsewhere.

Final Research Project and Class Presentation (10% of Final Grade)
Because of the intense reading and writing requirements throughout this seminar, final projects are open-ended, e.g. less concentrated and rigorous than a 20 page research paper. Students may choose to write a paper or may do a research outline or creative project. Students writing theses may wish to discuss how the content of
Mormon Women and Power has helped them think about their thesis question. Students will share their work during class presentations at end of semester.

Two Opportunities for Extra Credit

A. Mormon Women and Reproductive Freedom Paper (If completed, please submit via Moodle by March 29 so that we can include in our class discussion.)
This is an active learning exercise with an analytic paper. View editorial on Abortion (Exponent, 1992) on p.139 of Women and Authority. The writing assignment has two parts. First, describe what you can appreciate (if possible) about each of the arguments. Secondly, answer the question: What do we learn about Mormon women and power from reading this resource? Students will be evaluated based on their success in (1) providing a thoughtful response to the text and assignment and (2) demonstrating comprehension of the complexity of issues relating to Mormon women and power. Students learn about agency and choice in Mormon feminism. Engaging with historic debates, students practice analytic approaches examining Mormon women in history. This activity relates to learning objectives:

✓ Learn the stories of individual historic Mormon women and demonstrate knowledge through class discussion (and Interview Paper, if executed).
✓ Practice academic writing skills through Biography Paper, Midterm Activity, and Final Research Paper.

B. Interview with a Mormon Woman and Write-Up
Each student may choose to interview a Mormon woman and write a 3-5 page report about the interview. Because we are looking for life experience, Prof. Mueller recommends interviewees of 30 years of age or more, and requires that you check with Prof. Mueller in advance for an exception. Try to interview someone you don’t know well, e.g. don’t interview your Mormon high school best friend. Her mother, on the other hand, may be a good interviewee candidate. Report should detail the woman’s life and the student’s experience of the interview. Student may reflect on what she or he got out of the interview in the paper. Details about the actual conversation must be present. If you have questions about this assignment, please speak with instructor directly. If students have suggestions for others to interview, feel free to bring them up in class or mention to instructor. We will discuss the interviews and experiences in class.
CLASS SCHEDULE:
This is a color-coded class syllabus. If you do not have access to a color printer, view digitally or ask Prof. Mueller to run off a copy for you! Please, any students with colorblindness, please contact me immediately for a black & white version!

Required reading on moodle
Recommended reading on moodle

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<tr>
<th>Reading Assignment</th>
<th>Reading Forum Question</th>
<th>Class Activity / Special Notes</th>
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<tr>
<td>Feb. 2: Introduction None. First class. Join us at the designated Starr King classroom ready and willing to connect!</td>
<td>Introduce yourself and your interest in this course.</td>
<td>• We introduce ourselves, our program and year, and our interest in the course. Prof. Mueller goes over syllabus. • We talk about reading for next week and Reading Forum. • Video introduction on Mormon belief: <em>Meet the Mormons</em> or substitute.</td>
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<td>Feb. 1-7 is UN World Interfaith Harmony Week. Stay alert and look for topics related to Mormon women and power! Please share anything you find through our Moodle page.</td>
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<td>Feb. 16: TBA Introduction from <em>Women and Authority</em>. Martha S. Bradley, <em>Pedestals and Podiums</em>, “Introduction” and “The Uses of History,” pp. vii-28.</td>
<td>Name 3 points that impacted you while reading <em>Women and Authority</em> Introduction. Is there anything you would rewrite if you were the</td>
<td>No Class – President’s Day. We keep up with reading and Reading Forum. Our class happens to fall on a holiday, but Starr King is in session this week.</td>
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<tr>
<td>Date</td>
<td>Course Topic</td>
<td>Reading 1</td>
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<td>Recommended: Amy Koehlinger, “Are You the White Sisters or the Black Sisters?”</td>
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<td>Date</td>
<td>Activity</td>
<td>Reading/Resource</td>
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<td>Mar. 16</td>
<td>Sing “O My Father” and discuss readings. Start off discussion with Reading Forum question, and end with additional question, And we feel men held power over Eliza R. Snow?</td>
<td>Eliza R. Snow, “From Mormon Sisters,” pp. 24-41; “Plural Wives” from Mormon Sisters.</td>
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<td>Mar. 30</td>
<td>Browse the Women’s Relief Society Minutes from Nauvoo. Write about one thing relating to Mormon women and power that you have observed. (Interpretations and questions are welcome—we will discuss our observations in class.) Extra Credit Forum: What does Saba Mahmood contribute to our study of Mormon women and</td>
<td>Nauvoo Relief Society Minutes, 1842-44; Saba Mahmood, Politics of Piety, pp. 1-17; Stephanie Shaw, “When My Mental Suitcase Popped Open,” in Homosexual Saints.</td>
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**Notes:**
- Pioneer Midwives,” and “Zion’s Schoolmarm” from Mormon Sisters, pp. 42-87.
- Aikau, Ch. 3 and Ch. 4.
- Corresponding audio lecture: Lindsay, “A Year of Polygamy: Eliza R. Snow, (Episode 15), fMh, Feb. 26, 2014
- Recommended: Compton, Todd. “Childless Mother of Mothers in Israel: Eliza Roxcy Snow,” from In Sacred Loneliness, pp. 306-41.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Resources</th>
<th>Notes</th>
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<tr>
<td>Apr. 6</td>
<td>Mother in Heaven</td>
<td>Wilcox, Linda P. &quot;The Mormon Concept of a Mother in Heaven.&quot; In <em>Women and Authority</em>, pp. 3-21.</td>
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<td>Margaret Toscano, &quot;Is there a place for heavenly mother in Mormon Theology?&quot;</td>
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<td>Prof. Mueller may have lodging available.</td>
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<td>Craig L. Foster, &quot;Doing Violence to Journalistic Integrity&quot; (Review of Krakauer).</td>
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<td><em>Voices in Harmony</em>, Excerpts: Ch. 3 &quot;Why Do Women Choose Plural&quot;</td>
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<td>Describe the experience of fundamentalist Mormon women in polygamy, as far as you are able to discern.</td>
<td>View clips from: <em>Sister Wives</em> 1.1 Meet the Browns* + 2.2 &quot;Free Range Browns&quot;</td>
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<td>Prof. Mueller's “Do Fundamentalist Mormons Experience Compersion?”</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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Todd Compton, “Non-Hierarchical Revelation,” In *Women and Authority*, pp. 185-200. | Clip from: *Big Love* episode 5.5 (Barb on the priesthood of women) 
Discussion of reading forum, understandings of women and Mormon priesthood. |
Marian Yeates, “Why Shouldn’t Mormon Women Want This Priesthood?” From *Women and Authority*, pp. 353-64.  
Audio recording, WATERtalk: Kate Kelly / “Girls Just Wanna Have FUN-damental Human Rights,” Nov. 5, 2014. | Video: documentary or news coverage on Kate Kelly. If nothing adequate is available, watch *Pink Smoke Over the Vatican* together. 
This is a documentary about Catholic women’s ordination movement and shares characteristics with Ordain Women. Or: film coverage on the September Six  
If willing, guest visit with Kate Kelly |
| May 11:    | Final Research                                                        | Post a draft of your thesis statement for final research paper. Outline if available. Please list particular questions or describe the type of feedback you hope for in class.  
Brief sharing of Mormon Women and Power independent research. This is a work-in-progress statement and a chance to ask for input. |  |
| May 18: No class, SKSM Exam Week | None | Consider: May 15-17 Affirmation Leadership Retreat for LGBTQ Mormons and allies w/ Claudia and Richard Lyman Bushman in Palmyra, NY ($60 registration + discount housing, Ask Prof. Mueller for info.). Finish research project and submit via Moodle by Friday, May 22. |

**RELATED RESEARCH SITES - I feel it is important to participate in culture for the most engaged learning! Here are some sites you may want to visit!**

Oakland FamilySearch Library  
4766 Lincoln Avenue, Oakland, California 94602  
Phone: (510) 531-3905  
OPEN HOURS: Tue-Wed: 10am – 9pm, Thurs-Sat: 10am – 4pm

Oakland Temple Visitors’ Center  
(same as above) 4766 Lincoln Avenue, Oakland, California 94602  
Open 9am-9pm daily, Free admission  
https://www.lds.org/locations/oakland-temple-visitors-center

LDS Institute, 2368 Le Conte Ave., Berkeley, CA – Very close to Starr King and Pacific School of Religion! For info and class schedule, see: https://studentview.lds.org/home.aspx/60205

LDS Meetinghouse (for Sacrament Meeting and Women’s Relief Society meeting)  
https://www.lds.org/maps/ to find a Meetinghouse.  
We should discuss etiquette and meeting protocol if you plan to visit!

Community of Christ San Francisco Congregation  
275 Taravel St., San Francisco, CA 94116  
Phone: (415) 759-9488  
Sunday meetings: Gather 4:30pm, Classes 5:00pm, Worship 6:00pm  
See http://www.cofchrist.org/find-a-congregation to locate other Community of Christ congregations (Walnut Creek, Fremont, etc.).
i In the lay-led Mormon Church, adult men are priests (keyholders in the Aaronic and Melchizedek Priesthood), while women participate in the Women’s Relief Society. Leaders are appointed from within: male bishops of wards, the First Presidency, and the Council of the Twelve, and female Presidents of local Women’s Relief Society chapters. There exists a lay movement that challenges decisions made by, and the power structure itself, in the Church of Jesus Christ of Latter-day Saints. Ordain Women and independent “I am a Mormon” videos are examples.

ii GTU President Riess Potterveld enjoyed following the blog of a previous immersion course. Don’t feel this blog is inconsequential—you will have readers. Take that as encouragement to participate in this project and have your voice heard! Our readers are likely to be friends of GTU and of instructor—i.e. a friendly audience! In the unlikely scenario that our blog does receive comments that are unfriendly or antagonizing, students should speak with instructor.