

Mormon Women & Power

Syllabus: HR-4002 Mormon Women and Power

Starr King School for the Ministry (GTU)

Spring 2015, M 9:40AM-12:30PM

Instructor: Michelle Mueller, M.Div.

Faculty Mentor: Dr. Ibrahim Farajajé

“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:

1. «To be what we want to see»	We envision and create collaborations between (mixed-gender, multifaith) GTU students and contemporary Mormon women.
2. «To shelter prophetic witness in the world»	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.
3. «To counter white supremacy»	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.
4. «To work for the common good»	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.

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:

Bushman, Claudia. *Mormon Sisters: Women in Early Utah*. Salt Lake City: Utah State University Press, 1997. ISBN 0874212332.

Hanks, Maxine, Editor. *Women and Authority: Re-Emerging Mormon Feminism*. Salt Lake City: Signature Books, 1992. ISBN 1560850140.

Aikau, Hokulani K. *A Chosen People, a Promised Land: Mormonism and Race in Hawai'i*. Minneapolis: University of Minnesota Press, 2012. ISBN 0816674620 (or Kindle).

Recommended Texts:

Allred Solomon, Dorothy. *The Sisterhood: Inside the Lives of Mormon Women*.

Palgrave, 2007. Bennion, Janet. *Women of Principle: Female Networking in Contemporary Mormon Polygyny*. New York: Oxford University Press, 1998.

Bradley, Martha S. *Pedestals and Podiums: Utah Women, Religious Authority, and Equal Rights*. Salt Lake City: Signature Books, 2005. ISBN 1560851899.

Compton, Todd. *In Sacred Loneliness: The Plural Wives of Joseph Smith*. Signature Books: Salt Lake City, 1997.

Quinn, D. Michael. *Same-Sex Dynamics Among Nineteenth-Century Americans: A Mormon Example*. Chicago: University of Illinois Press, 2001.

Toscano, Margaret and Paul. *Strangers in Paradox: Explorations in Mormon Theology*. Salt Lake City: Signature Books, 1990.

Ulrich, Laurel Thatcher. *Well-Behaved Women Seldom Make History*. New York: Vintage Books, 2008.

McBaine, Neylan. *Women at Church: Magnifying LDS Women's Local Impact*. Draper, UT: Greg Kofford, 2014.

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.ⁱ 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.ⁱⁱ 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

A	B	C	D	F
Multiple excellently written and thoughtful contributions to the class blog.	One or two posts to class blog showing thoughtfuln ess.	One post of 1/3 a page (12-point font single-spaced) lacking in analytic content.	Has made an inadequate attempt to contribute to the class blog. One post less than 1/3 a page (12-point font single-spaced).	No contribution to class blog by deadline (April 27).

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 in Maxine Hanks, *Women and Authority: Re-Emerging Mormon Feminism* (SLC: Signature Books, 1992)

Required reading in Claudia Bushman, *Mormon Sisters: Women in Early Utah* (SLC: Utah State University Press, 1997)

Required reading in Hokulani K. Aikau, *A Chosen People, a Promised Land: Mormonism and Race in Hawai'i* (Minneapolis: University of Minnesota Press, 2012)

Required reading on moodle

Recommended reading on moodle

Reading Assignment	Reading Forum Question <i>- Weekly assignment: Respond to the questions with a 1-2 page post to the Moodle Forum (due Fridays 9am), and engage with two other student's posts by Sunday 5pm before class meeting.</i>	Class Activity / Special Notes
<p>Feb. 2: Introduction None. First class. Join us at the designated Starr King classroom ready and willing to connect!</p> <p><i>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.</i></p>	<p>Introduce yourself and your interest in this course.</p>	<ul style="list-style-type: none"> • 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: <i>Meet the Mormons</i> or substitute.
<p>Feb. 9: What do Mormons believe? Richard L. Bushman, <i>Rough Stone Rolling</i>, Ch. 2 "The First Visions: 1816-27" and Ch. 3 "Translation: 1827-30." Jessie L. Embry, Ch. 7 "Mormon Wards as Communities," in <i>Mormon Wards as Community</i>, 131-36.</p>	<p>Who are the women in this story? What do you notice about them?</p>	<p>Prof. Mueller introduces Mormon beliefs, focusing on the discovery of the Book of Mormon by Joseph Smith. End class discussing our reading of Joseph and Emma Smith's marriage in R.L. Bushman.</p>
<p>Feb. 16: TBA Introduction from <i>Women and Authority</i>. Martha S. Bradley, <i>Pedestals and Podiums</i>, "Introduction" and "The Uses of History," pp. vii-28.</p>	<p>Name 3 points that impacted you while reading <i>Women and Authority</i> Introduction. Is there anything you would rewrite if you were the</p>	<p>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.</p>

<p>Recommended: Amy Koehlinger, "Are You the White Sisters or the Black Sisters?"</p>	<p>author?</p> <p>Extra Credit Reading Forum for Optional Text: Why might Prof. Mueller have assigned the Amy Koehlinger article? How does it help our study of Mormon women and power?</p>	
<p>Feb. 23: Women and Mormon Culture Preface through "Mystics and Healers" (Claudia L. Bushman), From <i>Mormon Sisters</i>, pp. xi-23.</p> <p>Recommended: Dorothy Allred Solomon, <i>The Sisterhood: Inside the Lives of Mormon Women</i>, Ch. 1 "Introduction: As Sisters in Zion," pp. 1-16.</p> <p>Aikau, Preface thru Ch. 2</p>	<p>What are you surprised by in your reading of <i>Mormon Sisters: Women in Early Utah</i>? What are your assumptions about and new interpretations of Mormon women and power? (<i>This is an exercise. Your assumptions and interpretations need not be checked beyond the current reading. Neither are we trying to prove each other wrong in the exercise.</i>)</p> <p>Check out feministmormonhousewives.org. Choose one fMh blog post and comment on in Reading Forum. Please include author credits from, date of post, and direct URL link to original fMh post, with your Moodle entry, for our reference.</p>	<p>Catch-up from holiday: Discussion of Bradley and C. Bushman, comments on Solomon welcome.</p>
<p>Mar. 2: Race and Gender in Mormonism</p> <p>Recommended: Armand Mauss, "Mormonism and the Negro: Faith, Folklore, and Civil Rights," in <i>Neither White nor Black</i>, 9-30.</p> <p>Recommended: Jessie L. Embry, Ch. 2 "The LDS Church and African Americans," in <i>Black Saints in a White Church</i>, 15-36.</p>	<p>What do we learn about Hokulani Aikau's life story? How does Aikau transform how we think about power constructs of race and gender in Mormonism?</p>	<p>View clips from <i>Book of Mormon Musical</i> that address contradictions between missions in Africa and ban on Black priesthood. Discuss all of the readings. Conclude with a discussion on layers of race, gender, and class oppression in Mormonism.</p>

<p>"Pioneer Midwives," and "Zion's Schoolmarms" from <i>Mormon Sisters</i>, pp. 42-87. Aikau, Ch. 3 and Ch. 4.</p>	<p>Describe roles of Mormon women in Utah history. In what ways did Utah Mormon women wield power? In what ways did Mormon men wield power over Utah Mormon women? What does Aikau add about Mormon women and power?</p>	<p>Skype call with guest: Ruth Eldredge, Former Intern, <i>Joseph Smith Papers</i>, LDS Church History Library, Salt Lake City</p>
<p>Mar. 16: Eliza R. Snow "O My Father," hymn by Eliza Snow "Eliza R. Snow," From <i>Mormon Sisters</i>, pp. 24-41. "Plural Wives" from <i>Mormon Sisters</i>. 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 <i>In Sacred Loneliness</i>, pp. 306-41.</p>	<p>In what ways did Eliza R. Snow wield power?</p>	<p>Sing "O My Father" and discuss readings. Start off discussion with Reading Forum question, and end with additional question, <i>And do we feel men held power over Eliza R. Snow?</i></p> <p>Prof. Mueller introduces wives of Joseph Smith and Brigham Young, + a history of early Mormon polygamy, <i>focusing on stories she plans to write about in dissertation!</i></p>
<p>Mar. 23: SPRING BREAK</p>	<p>None (Spring Break)</p>	<p><i>Consider attending:</i> American Academy of Religion Western Region, Santa Clara University, March 20-22. Panels of note TBA.</p>
<p>Mar. 30: Historic Mormon Feminism "Historic Mormon Feminist Discourse—Excerpts." In <i>Women and Authority</i>, pp. 69-147. Nauvoo Relief Society Minutes, 1842-44 Saba Mahmood, <i>Politics of Piety</i>, pp. 1-17. Stephanie Shaw, "When My Mental Suitcase Popped Open," in <i>Homosexual Saints</i>. Recommended: Interviews with Emma Smith (in Vogel, <i>Early Mormon Documents</i>), on the denial</p>	<p>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</p>	<p>CLASS VIA SKYPE March 27 Prof. Mueller will present "Teaching and Learning Mormon Women and Power" at the AAR PNW meeting (Portland, OR). <i>Students are encouraged to participate in my presentation, through attending conference or contributing reflection pieces for me to share about teaching and learning Mormon women and power.</i></p>

<p>of polygamy and on creation of RLDS Recommended: Boyd K. Packer, Part I "Your Temple Blessings," in <i>The Holy Temple</i>, 1980.</p>	<p>power?</p>	<p><i>Prof. Mueller may have lodging available.</i></p>
<p>Apr. 6 Mother in Heaven Wilcox, Linda P. "The Mormon Concept of a Mother in Heaven." In <i>Women and Authority</i>, pp. 3-21. Margaret Toscano, "Is there a place for heavenly mother in Mormon Theology?" Aikau, Ch. 5 and Conclusion.</p>	<p>What do we know about Mother in Heaven in Mormon theology and Church doctrine?</p>	<ul style="list-style-type: none"> • Reflections on the AAR presentation from Prof. Mueller. • Queens & Priestesses lecture • Possible guest from Women's Relief Society: female teacher from LDS Institute.
<p>Apr. 13: Women and Polygamy <i>Doctrine and Covenants</i> 132. Belinda Marden Pratt, "Defence of Polygamy, By a Lady of Utah, In a Letter to Her Sister in New Hampshire," 1854. Craig L. Foster, "Doing Violence to Journalistic Integrity" (Review of Krakauer). Recommended: Lawrence Foster, <i>Women, Family, & Utopia</i>, pp. 10-13. Recommended: Jon Krakauer, "Bountiful," in <i>Under the Banner of Heaven: A Story of Violent Faith</i>, 31-42. Recommended: Carolyn Jessop and Laura Palmer, Preface "The Choice Was Freedom or Fear," in <i>Escape</i>, pp. 1-8. Recommended: Dorothy Allred Solomon, "The Raids" and "Sister-Wife," in <i>Daughter of the Saints</i> (NY: W.W. Norton, 2003).</p>	<p>Describe pros and cons of polygamy for women in early Utah. What do we understand about polygyny today?</p>	<p>Watch and discuss: Ellen Goosenberg Kent, <i>Mugshots: Tom Green – Polygamist Family Photo</i>, 2013 (Amazon Prime, 45 min.). Prof. Mueller</p> <ul style="list-style-type: none"> • introduces other accounts from Carolyn Jessop, Dorothy Allred Solomon, etc. • presents essay from <i>Voices in Harmony</i> (demography of participants and results from survey) (may become a dissertation section) • lectures on other fundamentalist narratives; Broad scope of Fundamentalist Mormons in media and literature (material for Landscape of Fundamentalist Mormon Polygamy) (Allred (AUB), Independents, FLDS)
<p>Apr. 20: RLDS Janet Bennion, <i>Women of Principle</i>, "Prologue" and Ch. 8 "The Nature of Female Relationships and the Network." <i>Voices in Harmony</i>, Excerpts: Ch. 3 "Why Do Women Choose Plural</p>	<p>Describe the experience of fundamentalist Mormon women in polygamy, as far as you are able to discern.</p>	<p>View clips from: <i>Sister Wives</i> 1.1 Meet the Browns" + 2.2 "Free Range Browns"</p> <p>Prof. Mueller's "Do Fundamentalist Mormons Experience Compersion?"</p>

<p>Marriage?” pp. 70-74, “So Much Freedom” pp. 80-82, “A Princess Finds Her Prince” pp. 90-93, “An Equal With Our Husband” pp. 98-99, Essay at end—sociological demography through survey.</p>		<p>Lecture</p>
<p>Apr. 27: Women and the Priesthood Linda King Newell, “The Historical Relationship of Mormon Women and Priesthood,” In <i>Women and Authority</i>, pp. 23-48. D. Michael Quinn, “Mormon Women Have Had the Priesthood Since 1843,” In <i>Women and Authority</i>, pp. 365-409. Todd Compton, “Non-Hierarchical Revelation,” In <i>Women and Authority</i>, pp. 185-200.</p>	<p>What do you believe about women holding the priesthood in the early Mormon church? What do our sources suggest about women holding the priesthood? What do we understand about the priesthood?</p>	<p>Clip from: <i>Big Love</i> episode 5.5 (Barb on the priesthood of women) Discussion of reading forum, understandings of women and Mormon priesthood.</p>
<p>May 4: Mormon Women’s Ordination Today Meg Wheatley, “An Expanded Definition of Priesthood?: Some Present and Future Consequences,” In <i>Women and Authority</i>, pp. 151-65. Dorice Williams Elliott, “Let Women No Longer Keep Silent in Our Churches: Women’s Voices in Mormonism.” In <i>Women and Authority</i>, pp. 201-14. Marian Yeates, “Why Shouldn’t Mormon Women Want <i>This</i> Priesthood?” From <i>Women and Authority</i>, pp. 353-64. Audio recording, WATERtalk: Kate Kelly / “Girls Just Wanna Have FUN-damental Human Rights,” Nov. 5, 2014.</p>	<p>The excommunication of Kate Kelly has been featured in major news media: Huffington Post, New York Times, BBC News, ABC News, and Deseret News. See Moodle for full assignment.</p>	<p>Video: documentary or news coverage on Kate Kelly. If nothing adequate is available, watch <i>Pink Smoke Over the Vatican</i> 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</p>
<p>May 11: Final Research INDEPENDENT RESEARCH FOR FINAL PAPER</p>	<p>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.</p>	<p>Brief sharing of Mormon Women and Power independent research. This is a work-in-progress statement and a chance to ask for input.</p>

May 18: No class, SKSM Exam Week	None	<p>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.).</p> <p>Finish research project and submit via Moodle by Friday, May 22.</p>
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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.).

Claremont Mormon Women's Oral History Project
Honnold/Mudd Library, Claremont Graduate University, Claremont, Ca
During regular library open hours.
<http://www.mormonwomenohp.org/#!contact/c1uuh>

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.