Gender, Women, and Sexuality Studies courses often challenge power and privilege through the lens of analyzing race, class, gender, and sexuality but what about religion and spirituality? I began exploring this question as an instructor for GWSS introductory courses and found that many students had similar questions. Is there room for students and faculty to discuss religion and/or spirituality in a predominantly secular space like the classroom? Was it possible to have an analytical, fruitful, and refreshing discussion of religion(s) in the analysis of race and gender? What does it mean to engage with students as teachers with respect to religious beliefs concerning social issues? Students come from diverse backgrounds with respect to religion, race, and gender and to discuss social issues relevant to their experiences is a central part of teaching. To address these questions I initiated discussions of religion and spirituality about social issues into the course syllabus and content. I also asked students to share their thoughts about the role of religion and spirituality in relationship to course content and their learning processes. As a result, I learned that factors such as religion, gender, race, and so forth, influences how a student learns and processes curriculum. To approach the practice of teaching with this awareness helps draw more in-depth classroom discussions and helps students to connect class material with real life. I hope to share these thoughts and more during my presentation.

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*By His grace*