

Carleton University
Religion, Gender and Sexuality—FYSM 1501-P

ArtsOne: Gender and Sexuality Cluster

Fall-Winter 2010-2011 Mondays and Wednesdays, 4:05-5:25 pm

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Fall Office Hours: Tuesdays 2:30-3:30 pm and Thursdays 10-11 am, or by appointment

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Course Description

This First Year Seminar introduces students to the academic study of religion, through examining topics in gender and sexuality in three religious traditions—Judaism, Christianity and Islam. The fall term will focus on introducing key terms and basic categories which are used in the discipline of Religious Studies, as well as these religious traditions themselves, with particular attention to their scriptures. Some of the challenges involved in academic study of study of religion, gender and sexuality, especially when highly emotive issues are involved will also be examined.

In the winter term, course the focus will be on how religious communities through ritual and other practices (including their appropriation and interpretation of their scriptures) “make” bodies, genders and sexualities

Course Goals

- introduce students to the academic study of religion, gender and sexuality
- provide an overview of teachings and practices related to gender and sexuality in several religious traditions
- critically explore the religious dimensions of several topics related to gender and sexuality
- enable students to develop and refine key academic skills, particularly academic writing, research skills, critical reading and evaluation of texts

Required Course Readings

Mohja Kahf, *The Girl in the Tangerine Scarf* (Carroll & Graf, 2006).

Jeanette Winterson, *Oranges Are Not the Only Fruit* (Grove Press, 1985)

All other course readings (or the URLs where they can be found) are posted on WebCT. Please print them out and bring them with you to class on the days that they are assigned.

Course Evaluation

Your final mark in this course will be determined by the following:

Regular attendance and informed participation—20%
Written assignments and short essays—40%
Midterm exams—20%
Final exam—20%

- Please note that all course assignments must be submitted (and submitted in the proper order), and that all exams must be written in order to pass this course.

COURSE SCHEDULE

Week 1

Sept. 13—Introduction to the course; the academic study of religion, gender and sexuality
Sept. 15—What is religion? Where do religions come from?

Unit I: Sacred story, sacred scripture

Key concepts: comparative religion, gender, sexuality, cosmogony, myth, scripture, descriptive and prescriptive, scriptural interpretation, commentarial traditions

Skills: identifying primary and secondary sources; reading these two different types of sources; academic writing

Content: Jewish, Christian and Muslim retellings and interpretations of the story of Adam and Eve, past and present

Week 2

Sept. 20—Cosmogony, myth, and scripture
Sept. 22—Introducing Judaism and the Hebrew Bible

Reading: Van Voorst, “Scripture among the world’s religions,” pp. 1-17.
Van Voorst, “Judaism,” pp. 199-207.

Week 3

Sept. 27—Adam and Eve in the Hebrew Bible; gender and sexuality
* **Assignment I is due** today at the beginning of class
Sept. 29—Historicizing gender and sexuality

- For Assignment I, read Genesis, chapters 1-3. Write a one-paragraph summary of what this reading says about gender and sexuality. Be sure that you are writing about what the reading itself says, rather than interpretations which you may be familiar with. The first sentence in your paragraph must be an explicit topic sentence (meaning, that it tells the reader what you are writing about)

Readings: Genesis, chapters 1-3
Dreger, “Doubtful sex,” 335-369.

Week 4

Oct. 4—Introducing Christianity and the New Testament

Oct. 6—Adam and Eve in Christianity; Original Sin

* **Assignment II is due today** at the beginning of class

- For Assignment II, write a one-paragraph summary of what one of the New Testament readings assigned says about the meaning of the Adam and Eve story, both in general terms, and as it relates to gender and sexuality. (Each student will be assigned to one of the readings in class on Oct. 4.) Again, focus on what the words themselves say, and ensure that your paragraph has an explicit topic sentence.

Readings: Van Voorst, “Christianity,” pp. 245-251.
I Corinthians chapter 15; Romans chapter 5; I Timothy chapter 2

Week 5

Oct. 11—Thanksgiving Holiday (no class)

Oct. 13—Introducing Islam and the Quran

Reading: Van Voorst, “Islam,” pp. 283-288.

Week 6

Oct. 18—Adam and Eve in the Quran

* **Assignment III is due today** at the beginning of class

- For Assignment III, write a one-paragraph summary of what one of the Quranic readings assigned says about what the story of Adam and his wife means. (Each student will be assigned to one of the readings in class on Oct. 13.) Focus on what the words themselves say, and be sure that your paragraph has a clear topic sentence.

Oct. 20—(Re)interpretations, medieval and modern

Readings: Sura 2, verses 30-39; Sura 7, verses 1-36; Sura 20, verses 99-135.

Van Voorst, “The duty to marry and have children,” pp. 239-240; Goldstein, “The untold story of Eve,” pp. 47-52; Stowasser, “The wife of the Prophet Adam in Islamic interpretation,” pp. 28-38; Hasan, “Equal before Allah,” pp. 1-7.

Week 7

Oct. 25—Writing consultation (no class)
Oct. 27—Writing consultation (no class)

Unit II: Ritual and the sacred

Key concepts: sacred and profane, sacred space and time, ritual, life-cycle rites, constructions of marriage, polygamy/polygyny, moral panics, othering

Skills: using sociological studies and reports as sources, understanding some of the challenges involved in academic research on “hot button” issues

Content: theory of ritual, ways that Fundamentalist Latter-Day Saints (fundamentalist Mormons) construct marriage, debates in Canada about legalizing polygamy

Week 8

Nov. 1—Sacred and profane; ritual
***Short Essay I** is due today at the beginning of class
Nov. 3—**Mid-term exam on Unit I**

Week 9

Nov. 8— Sacred (and profane) sex and marriage in the Bible
Nov. 10—Introducing Mormonism

Readings: Genesis chapters 29, 30, 37, 38; I Corinthians chapter 7

Week 10

Nov. 15—Mormon constructions of marriage; “the principle”
Nov. 17—Canadian debates on polygamy; constitutional rights and moral panics
***bring two copies of your notes** on “Bust-up in Bountiful” to class—one to submit, and the other for discussion

Readings: Doctrines and Covenants, Section 132; Embry, “Effects of polygamy,” pp. 56-61.

- Watch “Bust-up in Bountiful” before coming to class on Nov. 17, and make detailed notes about how it frames the discussion of polygamy in Canada and the US. Does it appear to be reasonably balanced? Why or why not? In your view, how are most Canadian viewers likely to respond to it, and why? Is there any information about the religious beliefs of the Bountiful community which in your view should have been

included in order to provide more context? What ethical and legal challenges does the film present viewers with? Give specific examples to support your statements.

Week 11

Nov. 22—Nov. 17—Journalism, and academic research methodology

***bring two copies of your notes** on the Campbell reading to class

Nov. 24—Voice, subjectivity and authority

Reading: Campbell, “Bountiful voices.” Begin by reading pp. 229-234 (the author’s discussion of her methodology), and then pp. 183-193.
Campbell, “Bountiful voices,” pp. 193-228

Week 12

Nov. 29—Writing consultation (no class)

Dec. 1—Dynamics of othering; “saving” others

***Short Essay II due today** at the beginning of class

Reading: Abu Lughod, “Do Muslim women really need saving?” pp. 1-8

Week 13

Dec. 6—Introducing the world of *The Girl in the Tangerine Scarf*

Unit III: Religion and social order

Key concepts: natural and voluntary religious communities, religious legal systems, gender roles, regulating sexuality

Skills: library research skills, leading class discussions

Content: religion and social formations, purity laws, social constructions of modesty, contraception, abortion

Week 14

Jan. 3—**Mid-term exam on Unit II**

Jan. 5—Structures of religious communities

***sign up today in class for leading class discussion**

Readings: *Tangerine Scarf*, pp. 1-37

Livingstone, “Society and the sacred,” pp. 124-147

Tangerine Scarf, pp. 38-77

Week 15

Jan. 10—Introducing religious legal systems
Jan. 12—Sharia; purity laws

Readings: *Tangerine Scarf*, pp. 78-121

Shepard, “To know God’s will,” pp. 124-137

Tangerine Scarf, pp. 122-155

Week 16

Jan. 17—Gender and ritual
Jan. 19—Marriage
Film: “Arranged” (2007)

Readings: *Tangerine Scarf*, pp. 156-199

Tangerine Scarf, pp. 200-239

Week 17

Jan. 24—Gender roles in marriage
Jan. 26—Divorce and gender

Readings: *Tangerine Scarf*, pp. 240-284

Tangerine Scarf, pp. 285-325

Week 18

Jan. 31—Contraception and abortion
Feb. 2—Social constructions of modesty

Readings: Shaikh, “Family planning, contraception and abortion in Islam,” pp. 105-128

Tangerine Scarf, pp. 326-358

Week 19

Feb. 7—Social constructions of sexual morality
Feb. 9—Morality and belonging

Readings: *Tangerine Scarf*, pp. 359-399

Tangerine Scarf, pp. 400-441

Week 20

Feb. 14—**Mid-term exam on Unit III**
Feb. 16—Writing a research essay

Week 21

Feb. 21—Winter Break (no class)
Feb. 23—Introducing the world of *Oranges Are Not the Only Fruit*

Unit IV: Religion, sexuality and salvation

Key concepts: sexuality, sin, salvation, conversion, ideal figures, contemporary scriptural reinterpretation

Skills: library research skills, writing a research paper

Content: gender and the idealization of religious figures, religion and constructions of “normative” sexuality, interpretations of the Lot story and LGBTQ issues in religion

Week 22

Feb. 28—Concepts of sin and salvation

March 2—Images of the “ideal feminine” in Judaism, Christianity and Islam

Readings: *Oranges*, pp. 3-17

Sered, “Rachel, Mary, and Fatima,” pp. 131-146

Oranges, pp. 21-49

Week 23

March 7—Images of Mary

March 9—Religious constructions of “natural” and “unnatural”

Readings: *Oranges*, pp. 53-67

Oranges, pp. 71-89

Week 24

March 14—The Lot story

- Assignment V is due at the beginning of class

March 16—Interpretations and reinterpretations

Film: “For the Bible tells me so” (2007)

Readings: Genesis chapters 17-19

Goldstein, “Positive pillars,” pp. 63-69

- For Assignment V, read Genesis, chapters 17-19. Write a two-paragraph summary of what this reading says about gender and sexuality. Be sure that you are writing about what the reading itself says, rather than interpretations which you may be familiar with.

Week 25

March 21—Constructions of sexual morality

March 23—Religion, “normative” sexuality and violence

***Assignment VI due in class today**

- For Assignment VI, read Judges, chapter 19, and Trible, *Texts of terror*, pp. 65-91. In the first paragraph, summarize how the reading from Judges links sexuality and violence. In the second and third paragraphs, discuss how Trible attempts to grapple theologically with this story. Use specific examples in order to illustrate the points you make.

Readings: *Oranges*, pp. 93-124; Judges, chapter 19
 Trible, *Texts of terror*, pp. 65-91

Week 26

March 28—Concepts of conversion and change I

Film: “Fish can’t fly” (2005)

***Research essay due today in class**

March 30—Conversion and change II

Film: “Saved” (2004)

Readings: *Oranges*, pp. 127-176

Week 27

April 4—review and conclusion of the course

***Film responses due today in class**

Essays

- **For Short Essay II**, read the entire Campbell article, and compare and contrast Campbell’s methodology and results with those used in “Bust-up in Bountiful.” How are journalism and academic research similar, and how are they different? What sources do they use, and how do they use them? What ethical issues does each kind of investigation raise? Be sure to use specific examples to support your points. All references to the article must be properly footnoted.
- **The research essay** (due March 28 in class) will be discussed in class, and detailed instructions will be provided.
- The types of sources to be used in all written assignments and essays will be clearly specified in class. One of the purposes of this course is to introduce students to a range of scholarly sources which are used in academic research. **Assignments and essays which do not follow the instructions** regarding sources will receive a failing grade.

Leading class discussions

- Students will sign up in class on Jan. 5 in order to lead class discussions during the second term.
- Leading class discussion involves a brief presentation, followed by leading a discussion of the issues raised by the readings for the day. Provide a handout of key points and quotations for other students, plus links of online resources which provide context and/or further explanation of the material. Be ready to field questions.
- Do not try to do an “off the cuff” presentation. Researching the topic beforehand is required. Use both print and online sources. Ensure that the sources you use are academic; any questions about the suitability of sources for the purposes of this assignment need to be discussed with the instructor beforehand.
- Hand in the text of your presentation, including a list of all sources used when preparing it.
- **If you have missed your presentation**, it will not be possible to schedule another opportunity to present. In this case, you must replace that presentation with an expanded 5-7 page research essay on the material which you would have presented. A complete bibliography must be included. This assignment must be submitted as soon as possible (a submission date must be agreed upon with the instructor).

Late submission of written assignments

- If you are absent from class and are therefore unable to submit an assignment on time, you need to speak to the instructor as soon as possible, and provide written documentation (such as a doctor’s note) explaining the reason for the absence.
- Written assignments which are late will have one grade (e.g. from B to B-) deducted per day (including weekends).
- Any written assignment which is submitted later than one week after it is due will not be accepted, unless the reason for the lateness is covered by the university’s accommodation policy (e.g. serious illness) AND acceptable documentation is submitted (e.g. a doctor’s note).
- Submit any late assignments in the wooden, locked drop box in the Classics and Religion Department (outside 2A39 Paterson Hall). Ensure that they are clearly marked with the instructor’s name and the course number. Do not put assignments under my (or anyone else’s) door; the cleaning staff will likely throw them out.
- It is the responsibility of every student to know what plagiarism is, and how to avoid it. See the following resources:
<http://www.library.carleton.ca/howdoi/plagiarism.html>

Email communications

University regulations require that all email communications be conducted through your Carleton email account. I am unable to answer any emails sent from other accounts.

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F Failure. Assigned 0.0 grade points

ABS Absent from final examination, equivalent to F

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 6, 2010**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2011**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Merton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term. For more details visit the PMC website: carleton.ca/pmc/accommodations/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please contact the Registrar's Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Merton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library