

The College of the Humanities: Religion Program

RELI 3101A

Religions and the Body: Gender, Sexuality and Religion

Professor Ash Geissinger

Email: ashgeissinger@cunet.carleton.ca

Office Hours: see Brightspace for details

Classes: Wednesdays from 11:35 am-2:25 pm

Course Description

This course examines some of the ways that several religious traditions and communities in contemporary North American construct gender and sexuality. It focuses on bodily practices, beliefs about human bodies, internal community debates about these, and their wider social and political impacts. Topics to be discussed include religious conceptions of gender and their complex relationships to historical, socio-economic and political contexts, purity systems, and the roles of gender and sexuality in constructing religious identities and communal boundaries, as well as relationships among bodies, space and notions of social order.

Course Objectives

Students who complete this course successfully will:

- gain a clearer appreciation of the various ways that religious communities memorialize the past to address issues in the present, and some of the real-world implications of these
- further develop their understanding of the continuing importance of the body and sexuality to religious communities
- formulate positions consistent with the academic study of religion, which stresses outsider discourse, methodological atheism, and the ability to differentiate between advocacy and the critical study of religion
- strengthen their ability to formulate and articulate academic arguments supported by evidence, and express them in written form
- strengthen their ability to engage with the viewpoints of others constructively and critically
- further hone their media literacy skills

Course Evaluation

Regular class attendance and active informed participation—20%

Midterm exam (in class)—30%

In-class handwritten analyses (details on Brightspace)—20%

Final exam (university scheduled)—30%

Required Course Readings

(Total cost: \$0)

There is no textbook in this course. Links to all the assigned readings are available through the course webpage on Brightspace. These are mostly library resources—therefore, for the links to work, you need to be signed into the library website if you are not on campus.

The readings assigned for this class are heavy at times. When deciding whether to take this course, it is important to consider whether you are willing to commit to the time required to stay up to date on the readings.

Attendance and active participation

Students who attend class regularly usually do better in this course. Any student who has attended fewer than 7 classes in their entirety cannot pass this course.

Active, informed participation is not just being physically present; it includes: (1) coming to class having done the readings in their entirety, and (2) being ready to think about the complex issues they raise, as well as (3) taking part in class discussions in constructive ways which demonstrate detailed familiarity with the readings and also go beyond them.

Exams

The midterm exam will be handwritten in class. Note that there will be no make-up for the midterm.

The final exam is university scheduled. Do not make plans to travel during the final exam period until the university announces the exam date.

AI and the like

No use of AI or any other similar tool is permitted in any assignment or assessment in this course. A key goal of this course is to further hone ***your*** critical reading and thinking skills. Therefore, it is essential to do the readings in their entirety and critically evaluate them, and bring your questions to class, as well as attend class regularly. **Resist outsourcing your thinking to AI and the like.**

In-Class Electronics Policy

In order to help maintain a respectful environment that is conducive to learning, **no photography, audio or video recording, or livestreaming of any kind is allowed during class** without the explicit permission of the instructor.

COURSE SCHEDULE

Sept 9—Introduction to the course; foundational myths and gendered bodies

Readings:

Genesis, chapters 1 and 3 (RSV)

The Qur'an, sura [chapter] 2, verses 30-38; sura 7, verses 10-25; sura 20, verses 115-23 (Abdel Haleem translation)

Joy Ladin, "Excerpt from *The Soul of the Stranger: Reading God and Torah from a Transgender Perspective*," *Transgender Studies Quarterly* 6.3 (Aug. 2019): 409-17.

Sept 16—Bodies, gender, and conceptions of the afterlife

Readings:

Taylor G. Petrey, "The resurrection body," in *The Oxford Handbook of New Testament, Gender, and Sexuality*, ed. Benjamin H. Dunning (Oxford University Press, 2019), pp. 661-74.

<https://doi.org/10.1093/oxfordhb/9780190213398.013.31>

Ryan T. Cragun and Bethany Gull, "I don't think it ought to be blasphemy: transing God(s) and post-life gender," *Social Compass* 70.2 (June 2023): 187-206.

Nerina Rustomji, *The Garden and the Fire: heaven and hell in Islamic culture* (New York: Columbia University Press, 2009), Chapter 1 ("The Garden, the Fire, and Islamic Origins").

Sept 23—Gendered bodies, gendered roles

Readings:

Sara M. Patterson, "Masculinities," in *The Routledge Handbook of Mormonism and Gender*, eds. Amy Hoyt and Taylor Petrey (Routledge, 2020), pp. 106-22.

Eman Abdelhadi and Anna Fox, "Walking the Orientalism tightrope: how Muslim Americans construct their gender ideologies," *Gender & Society* 38.6 (Dec. 2024): 902-34.

Sept 30—Purity and ritual

Readings:

Haggai Mazuz, "Menstruation and differentiation: how Muslims differentiated themselves from Jews regarding the laws of menstruation," *Der Islam* 87 (2012): 204-23.

Flora Tang, "'Clean eating' in a polluted world: theologies of purity and toxicity in the MAHA movement," *Journal of Feminist Studies in Religion* 42.1 (Spring 2026): 81-6.

Jonah Steinberg, "From a 'pot of filth' to a 'hedge of roses' (and back): changing theorizations of menstruation in Judaism," *Journal of Feminist Studies in Religion* 13.2 (Fall 1997): 5-26.

Oct 7— Purity culture and its aftermaths

Readings:

Tessi Muskrat, “The space between: liminal time within purity culture,” *Theology & Sexuality* 29.2-3 (2023): 109-29.

Joanna Sawatsky et.al, “Sanctified sexism: effects of purity culture tropes on white Christian women’s marital and sexual satisfaction and experience of sexual pain,” *Sociology of Religion* 86.4 (Winter 2025): 519-43.

Oct 14—Space, bodies, and order

Readings:

Lisa Hellman et.al, “Gender and segregation: an introduction,” *Gender & History* 37.3 (October 2025): 795-804.

Robert Liam Heffron, “Done decently and in order: Christianity and the public segregation of women in late antique Rome and Constantinople (300-600 CE),” *Gender & History* 37.3 (October 2025) 805-16.

Helana Darwin, “Navigating the religious gender binary,” *Sociology of Religion* 81.2 (Summer 2020): 185-205.

Oct 21 *Midterm exam (handwritten in class)

Oct 28 FALL BREAK (no class)

Nov 4—Space, bodies and order (cont.)

Readings:

Sarah Davis-Secord, “In battle and in bed: wanton women warriors in Muslim and Christian crusade narratives,” *Gender & History* 35.1 (March 2023): 3-19.

Rachel Loewen Walker, Jack Bergen, Tiberius Fayant-Mcleod and Kelly Marshall, “Choosing to stay: building a future for gender-diverse people in Saskatchewan through stories of hope and belonging,” *Gender & Society* 38.3 (June 2024): 351-78.

Nov 11—Gender and constructions of modesty

Readings:

Rosemary Avance, “Worthy ‘gods’ and ‘goddesses’: the meaning of modesty in the normalization of Latter-Day Saint gender roles,” *Journal of Religion and Society* 12 (2010): 1-20.

Aliya Hamid Rao, “Gender and cultivating the moral self in Islam: Muslim converts in an American mosque,” *Sociology of Religion* 76.4 (Winter 2015): 413-35.

Nov 18—Constructions of sexuality and marriage

Readings:

Cristina Richie, “Disrupting the meaning of marriage? Childfree, infertile and gay unions in Evangelical and Catholic theologies of marriage,” *Theology & Sexuality*, 19.2 (2013): 123-42.

Sophie Bjork-James, “Training the porous body: evangelicals and the ex-gay movement,” *American Anthropologist* 120.4 (Dec. 2018): 647-58.

Nov 25—Constructions of sexuality and marriage (cont.)

Readings:

Juliane Hammer, “Queer love, Abrahamic morality, and (the limits of) American Muslim marriage,” *Theology & Sexuality* 27.1 (2021): 20-43.

Golshan Golriz, “Challenging identity conflict: how queer, trans, and nonbinary Muslim organizations incite activism,” *Sociology of Religion* 86.1 (Spring 2025): 81-103.

Dec 2—Gender, sexuality and religious boundaries

Readings:

Ines Jindra et.al, “Gender, symbolic and social boundaries, and deconversion from the Church of Jesus Christ of Latter-Day Saints,” *Sociology of Religion* 85.3 (Autumn 2024): 346-70.

Nella van den Brandt, “Undoing religion, redoing gender: sexual stories of religious exit,” *Religion* 55.1 (2025): 347-68.

Dec 9—Course conclusion and review

University Regulations for All College of the Humanities Courses (Updated Aug 12,2026)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

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.

Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other’s views and approaches, a group of students can enhance and

speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

More information on the process [here](#).

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the

- student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
 3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
 4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should

consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here.](#)

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect

- online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
 - Empower Me Counselling Service: call 1-844-741-6389
 - Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca