

CARLETON UNIVERSITY
College of the Humanities: Religion Program

RELI 2535A: Religion and Gender

Winter 2020: Tues Thurs 16:05-17:25

Dr. Deidre Butler deidre.butler@carleton.ca

Online Drop-in Office Hours: Wednesdays 4:00-5:00 in the Online Meeting Room on the course webpage.

Drop-in (in person) Office Hours: Paterson 2a49: Tuesdays and Thursdays 2:00-3:00

COURSE DESCRIPTION:

What does it mean to be female, male or otherwise gendered in religious traditions found in the world today? How does focusing on gender enrich our understanding of religion? How does focusing on gender help us understand particular religious traditions? What do particular oral traditions, texts, and laws have to say about gender? How are gender and sexuality linked in various religious traditions? Beginning with the understanding that religion is a human phenomenon and that both gender and religion are constructed categories, we will explore the ways in which gender is entangled in religion (and religion is entangled in our understandings of gender) in several religious traditions. 2020 traditions include examples from Hindu, Inuit, Wiccan, Buddhist, Jewish, Christian, and Muslim traditions.

This will be accomplished by studying four key areas in historical and contemporary contexts:

1. The divine and/or the sacred as sexed/gendered
2. humans as sexed / gendered
3. rituals and other religious practices as sexed/gendered
4. sexuality / sexualities

This course includes in-class and community-based experiential learning opportunities.

Course Evaluation: b100%

30%	Weekly Readings	Weekly
30%	Midterm Portfolio	Tuesday Feb 11
40%	Term Portfolio	Tuesday April 7

+10% (maximum) Optional Extra Credit.

Required Texts:

All required readings are available online as links or through Ares on CULearn

Learning Outcomes: *At the end of this course, students will be able to:*

1. Define and explain core concepts related to the study of religion and gender and sexuality
2. Describe key examples of gender and sexuality in several major religious traditions
3. Analyse and assess gendered dimensions of religious texts in relation to historical and contemporary contexts
4. Reflect on the status of gender and sexuality within religious teachings, practices, historical contexts and the formation of religious identities, cultures and communities
5. Research and compose a policy brief related to gender and sexuality in particular religious communities based on federal civil service standards

RELI 2535 CUlearn

CuLearn is your most important resource for this course. You will find links to readings and to reserve readings (ARES), key updates, announcements and all necessary information about the course, including this syllabus. All announcements will be sent via cuLearn to your Carleton account ending with @carleton.ca.

Course Requirements:

30% Weekly Quiz: On CUlearn each week. The quiz is open book and covers required readings. Focus is on basic terms and concepts and central argument of weekly reading.

30% Midterm Portfolio: Hinduism, Inuit, Buddhism *(see below for detailed descriptions)*

- A. Film Analysis of film shown in class (10 points)
- B. Primary Source Journal (4 entries, at least one per tradition) (20 points)

40%: Term Portfolio: Wicca, Judaism, Christianity, Islam *(see below for detailed descriptions)*

- A. Film Analysis of film shown in class (10 points)
- B. Primary Source (sacred texts and images) Journal: 2 entries (10 points)
- C. Policy Brief (20 points)

Attendance and Reading: By signing up for this course, you agree that it is your responsibility to attend this class regularly and read required readings.

Required readings prepare you for class lectures and discussions. Recommended readings are readings that extend our discussion of a particular topic or open a new topic we may not have time for during class meetings. They are strongly recommended for assignments but are not required.

Attendance: *Any student who misses more than 10 scheduled class meetings without valid and documented reasons /for these absences is not eligible to pass the course. Students who miss a class for religious reasons must email the professor to have the absence excused.*

Polleverywhere: We will be using Polleverywhere.com most classes. You will receive an invitation to this class' polleverywhere account. You will need a mobile device (phone, tablet or laptop). If you do not have such a device, you can partner with another student. Note that polleverywhere will document your attendance and be an important part of your participation in class. Please log in with your CU credentials to ensure your attendance and participation is tracked.

Course Policies:

E-mail. If you ask a question that is not of a private nature, and that would benefit everyone, then you are encouraged to post your questions in the **Ask Your Professor discussion forum** on the course webpage, so that everyone can benefit from the answer. I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail.

Late policy: The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time.

- Quizzes and bonus marks assignments will not be accepted late without a documented medical excuse.
- Midterm and Final Portfolios will be penalized at the rate of one grade point (e.g. A to A-, A- to B+, and so on) per 24-hour period beginning at 4:15 pm on the day that the assignment is due in class. Extensions will only be granted for documented medical or family emergencies. Please note that late work will be graded as my schedule allows.

Please submit your work as a hardcopy: If you must hand in work late, email it to stop the late penalty but you must still hand in a printed copy.

Chicago Manual of style: The Religion program at Carleton requires that you use the Chicago Manual of Style (Humanities: Footnotes and Bibliography). You should be using footnotes and a bibliography. Assignments that do not use the Chicago Manual of Style will receive a 0 grade. Note that there is a Chicago Manual of Style for Social Sciences that uses parenthetical citation. *Do not use the parenthetical citation method.*

Quick Citation Links: Chicago Manual of Style (Notes and Bibliography)

http://www.chicagomanualofstyle.org/tools_citationguide.html

<https://library.carleton.ca/help/citation-management>

<http://www.library.carleton.ca/help/citing-your-sources>

<https://owl.english.purdue.edu/owl/resource/717/01/> (Chicago manual of style resource)

<https://www.zotero.org/> Zotero (excellent free online citation management tool)

Minimum Required Sources: Assignments specify what types of sources are appropriate and expected for a given task. These guidelines are aimed at detecting plagiarism, preventing students from exclusively relying on faulty and/or suspect Internet research, and promoting the use of the range of types of scholarly sources that are standard for university level research. Any assignment which does not use the required sources does not meet the requirements of the assignment and will receive a failing grade.

Rough drafts: I value your effort. If you are willing to work on a rough draft and hand it in at least 10 days before the due date, I will grade it and provide you with feedback to improve. When you submit your final revised work, attach the rough draft with my comments so that I can give you credit for responding to my feedback.

Picking up graded work: I return graded work in class. If you are not present when that happens you may come to my office during office hours (or make an appointment) to pick it up and receive helpful feedback. If you wish your final portfolio returned to you, please include a self-addressed stamped envelope.

ACADEMIC INTEGRITY

Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site.

Check for plagiarism in your own work: Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one. When in doubt, cite. **Failure to cite sources is a form of plagiarism. Please see the University regulations below.**

Course Slides & sharing course materials

1. Course slides are normally posted on CU Learn by midnight the night before a lecture in pdf format. They do not contain all content from the lecture but provide a roadmap of the lecture plus all quotations from texts we will discuss in class.
2. Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

THINGS I NEED TO KNOW: (Contact me by email or come speak with me)

- You don't understand what is expected of you.
- English is not your first language.
- You have a learning disability.
- You are doing poorly in the course and want to improve.
- You don't understand the material.
- You have a problem that is making you do poorly in the course.

Course Expectations / Course Culture

Critical yet respectful: “Lest ye be judged”: Our goal as students of religion is to understand religion and religious phenomenon as a human phenomenon. We study religion using evidence-based practices.

Effort: The difference between a lower and higher grade is often a matter of effort. You will see in assignment descriptions and grading rubrics the minimum needed to pass. Grading rubrics show you how when you reference and engage more course materials and more outside research that you are developing a more full and rich discussion of the material. **Use this information to determine how much effort and time you want to put in to succeed to your own expectations.**

Professional Writing: Your goal as a student writer at university is to become a professional writer who can function in the real-world workplace. This means that you should try to use:

- university level appropriate language
- discipline appropriate vocabulary (never use “Old Testament” instead of Hebrew Bible in this course)
- correct spelling and grammar with no typos

As a matter of ethics and good professional practice I do care about citations because that’s how we give credit to other people for their hard work in research and thinking. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when you should. When in doubt cite. *See below for more on this.*

Critical reflection vs. subjective, personal reflection: this course asks you to critically reflect on the material. What does that mean?

More than a feeling: Personal reflection is about feeling. It reflects on your emotional response, your pleasure or displeasure, your interest or disinterest, your personal experience and it stops there.

Thinking to understand better: Critical reflection is about thinking about the material and asking questions that will lead us to understand things in a more nuanced way.

Evidence-based analysis: All critical reflection is evidence-based. It reflects on whether things are argued logically and fairly, whether evidence has been effectively marshaled, and whether there is missing data.

Strategic use of the personal: Depending on the assignment, critically reflecting may connect to your personal experience but only does so if that experience is relevant and enriches our understanding of the topic.

“When I was growing up”: Students of religion (and your professor!) will often compare, contrast, connect what we study with our own experience of religion. This should be done not only purposefully (i.e. to enrich that understanding we seek) but also respectfully.

Taking Notes: “Output is as important as input” Taking notes in your own words will help you understand and remember material. This is necessary for quizzes and all assignments so you should

always be taking notes as you read or view videos. If you read electronically, think about how you will do this: will you digitally “mark up the readings” or take notes separately. Tip: Taking notes loads content into different parts of your memory if you put them in your own words. This explains why people who take notes by hand have better recall and comprehension than people who use laptops to take notes in lectures. The laptop people can type much more content, but they do so word for word, so it is not loading into that different part of the brain for learning. If you use a laptop, make an effort to put things in your own words or rewrite them later. See this video for tips on how to take notes: https://www.youtube.com/watch?v=E7CwqNHn_Ns

Recommended readings: Are optional but are suggested for either reinforcement of content delivered in videos or to broaden or deepen your understanding of a topic. You may always use recommended readings for any assignment, and they do count as outside research for assignments.

Additional Comments Regarding Student Supports

- Carleton’s Centre for Student Academic Support has online resources to help you succeed. Their online workshops can improve your personal and academic skills. Go to this link: <https://carleton.ca/csas/online-support/> to become a member of their online community.
- Fellow students, your professor and TA will be regularly checking the ‘Ask Your Teaching Team,’ where you can receive general clarification on course content, assignment expectations, study procedures, and so on. Please describe your discussion topic as clearly as possible to facilitate other students’ use of this important resource.
- The Academic Advising Centre advises students on a drop-in basis from 8:30 a.m. – 4 p.m. and in the case of distance students, it is possible to arrange for calls. Advisors can help you manage your course load and create feasible work schedules.
- Your professor holds weekly online office hours on the course webpage through Big Blue Button, where students can get personalized feedback on assignments plans/outlines and discuss academic challenges or goals. If you have another commitment at these times, you can book a meeting outside of the regular office hours by emailing the professor.
- Every Carleton student has access to free counselling services, including teleconferencing ones, via Aspiria’s EmpowerMe 24-hour, 365 days a year referral services which can be reached toll-free at 1-866-741-6389.
- Students with a documented disability, or who need advice on how to become documented, should refer to the Paul Menton Centre’s website, <https://carleton.ca/pmc/> or send an e-mail to pmc@carleton.ca requesting an Pre-Intake Meeting. Those who are registered with the PMC receive accommodations to support various temporary or permanent impairments (see list below) and are encouraged to contact the instructor if they require a specific accommodation, such as an alternative assignment format, in order to best demonstrate their learning.

CLASS SCHEDULE

Class 1: Tuesday Jan 7: First class: Intro to course,

- Course requirements, culture, expectations, schedule
- In class video: Andrew Mark Henry. "What is Religion" *Religion for Breakfast*. <https://www.youtube.com/watch?v=c5KHDR8jdbA> 2016. (7 mins)

Class 2: Thursday Jan 9: What is Religion? workshop

Read: "Religion: Some Basics" in *Religion: The Basics*, Malory Nye, Taylor & Francis 2008, pp. 13-18

- In class film: Harvard Literacy Project. "Misunderstandings About Religion" *World Religions Through Their Scriptures*. 2016. <https://www.youtube.com/watch?v=U-YQXRrNo70&feature=youtu.be> (2:19)
- In class film: Harvard Literacy Project. "Situatedness and the Cultural Studies Approach" *World Religions Through Their Scriptures*. 2016 <https://www.youtube.com/watch?v=BkT9sFsGqB8> 2018. (2:30)
- "Build A Religion" in-class exercise
- Thinking about origin stories and gender
- In class film excerpt: John Cameron Mitchell. "The Origin of Love", from *Hedwig and the Angry Inch*. USA: Killer Films, New Line Cinema. 2001. <https://www.youtube.com/watch?v=zU3U7E1Odc>

Class 3: Tuesday Jan 14: Religion and Gender workshop

Read: Malory Nye, "Gender" in *Religion: The Basics*, Taylor & Francis 2008, pp. 73-80

- In class film: The Feminist Baker. "Patriarchy." 2016. <https://www.youtube.com/watch?v=dj3Rrv-BrHU> (4mins)
- In class film: Judith Butler, "Your Behaviour Creates Your Gender". Big Think. 2011. <https://www.youtube.com/watch?v=Bo7o2LYATDc> (3 mins)
- Gender and Ritual

Recommended:

- S.B. Boyd, et al. (eds), *Redeeming Men: Religion & Masculinities* (Westminster/John Knox 1996)
- Todd W. Reeser. *Masculinities in Theory: An Introduction*. Chicester: John Wiley & Sons, Incorporated, 2010.
- "7. Theories Explaining Gender Differences in Religion." Pew Research Center's Religion & Public Life Project, March 30, 2016. <https://www.pewforum.org/2016/03/22/theories-explaining-gender-differences-in-religion/>.
- bell hooks, "Understanding Patriarchy," chapter 2 of *The Will to Change: Men, Masculinity and Love*. New York: Simon and Schuster, 2004.

- Joan W. Scott. "Gender: A Useful Category of Historical Analysis". *The American Historical Review* 91 (5). Oxford University Press, American Historical Association. 1053–75. 1983.
- Sered, Susan Starr., "Gender Ideology" in *Priestess, Mother, Sacred Sister: religions dominated by women*. New York: Oxford University Press. 1994.

Class 4: Thursday Jan 16: Hindu Traditions: Part 1: Sacred Story workshop

Quiz 1: Quizzes begin today. Complete online on CULearn before class begins. Quiz closes at 3:45 pm.

Read: Each of the 11 pages from Evolution of Hinduism to Diaspora: "Hinduism." Religious Literacy Project, February 24, 2018. <https://rlp.hds.harvard.edu/religions/hinduism>.

- Draupadi and Krishna
- In class film clip: "Draupadi Vastraharan" in *Shri Krishna*. Sagar World. <https://youtu.be/SrTPCWIQmyY> 2011.
- Sita and Rama
- In class film clip: Nina Paley. *Sita Sings the Blues* <https://youtu.be/RzTg7YXuy34> Sitasingstheblues.com 2009. (excerpt: Sita and Rama 37 – 43:30)

Recommended:

- Agha-Jaffar, Tamara. "Sita," in *Women and Goddesses in Myth and Sacred Text*, New York: Pearson. 2005. 150-160

Class 5: Tuesday Jan 21: Hindu Traditions Part 2: Case Study: Heterosexual and Same-sex Weddings/Marriage in India

Read: Doranne Jacobson. "Marriage: Women in India" in *The Life of Hinduism*, Hawley and Narayanan, eds., Berkeley: UC Press. 2006. pp. 63-75

Read: Ruth Vanita. "Same-Sex Weddings, Hindu Traditions and Modern India." *Feminist Review* 91, no. 91 (2009): 47-60.

- Hindu Women and Marriage in India
- Hindu Heterosexual Weddings
- Hindu Same Sex Weddings in India

Recommended:

- *Manu's Code of Law*, Chapter 9.1-103 <http://www.sacred-texts.com/hin/manu/manu09.htm>
- Ruth Vanita. "Wedding of Two Souls?: Same-Sex Marriage and Hindu Traditions." *Journal of Feminist Studies in Religion* 20, no. 2 (2004): 119-135.
- Joyce Burkhalter Flueckiger, "Samskaras: Transformative Rites of Passage," Chapter 7 in *Everyday Hinduism*, West Sussex: John Wiley & Sons. 2015. 169-192
- Doranne Jacobson. "Golden Handprints and Red Painted Feet: Hindu Childbirth Rituals in

Central India” in *Unspoken Worlds: Women’s Religious Lives*, ed Nancy Auer Falk and Rita M. Gross. Belmont, California: Wadsworth, 1989. 59-71

- Marriott McKim. “Holi: The Feast of Love,” in *The Life of Hinduism*, Hawley and Narayanan, eds., Berkeley: UC Press. 2006. 99-112.
- C. & N. Holtmann and Nason-Clark. “Preparing for Life: Gender, Religiosity and Education Amongst Second Generation Hindus in Canada”. *Religion and Gender*. 2(1), .57–79. 2012. DOI: <http://doi.org/10.18352/rg.29>

Class 6: Thursday Jan 23: Hindu Traditions Part 2: Film Analysis Workshop: The Hijras

Quiz 2

Read: Case Study: Hijras: “Hinduism Case Study - Gender.” *Religious Literacy Project*. 2018. https://rlp.hds.harvard.edu/files/hds-rlp/files/gender_hinduism.pdf

- Hijras
- In class film: Alessandra Zeka *Frameline Voices: Harsh Beauty* Frameline. 2005 <https://youtu.be/WYIz45Uklns> (54 min)
- Workshop: How to Write a Critical Film Analysis

Recommended

- Serena Namda. “The Hijras: An Alternative Gender in Indian Culture” in *Religion and Sexuality in Cross-Cultural Perspective* eds. Stephen Ellington and M. Christian Green. New York: Routledge. 2002. Read 137-147 (full article is 137-163)
- Video. “Understanding Gender: Narratives of Hijras in Bangladesh.” *Gender Spectrum*. Nov 2, 2017. <https://youtu.be/lspDHfvpa6o>

Class 7: Tuesday Jan 28: Gender & Sexuality in Inuit Culture: Part 1: Sacred Story

Guest Speaker: Sharon Agnagak, PhD student, Ottawa University

Read: Kublu, Alexina. “*uinigumasuittuq* She who never wants to get married,” in *Interviewing Inuit Elders*, ed. Saullu Nakasuk, Hervé Paniaq, Elisapee Ootoova, Pauloosie Angmaalik. Nunavut: Nunavut Arctic College, 1999. 1-15

- Gender and Sexuality in Inuit tradition
- Sedna

Recommended:

- Erik Anderson, "Canada's Relationship with Inuit: A History of Policy and Program Development." INAC, June 2006.
- Andre Legare. "Nunavut: The Construction of a Regional Collective Identity In the Canadian Arctic," *Wicazo Sa Review*, Vol. 17, No. 2, *Sovereignty and Governance*, II (Autumn, 2002), pp. 65-89

- Rabb, J. Douglas, and Dennis H. McPherson.. "Indigeneity in Canada: Spirituality, the sacred and survival." *International Journal of Canadian Studies* 23. 2001.

Class 8: Thursday Jan 30

Gender & Sexuality in Indigenous Traditions in Canada: Part 2: Inuit and LGBTQ issues

Guest Speaker: Sharon Agnagak, PhD student, Ottawa University

Quiz 3

Read: Makka Kleist. "Pre-Christian Inuit Sexuality" in *Me Sexy: An Exploration of Native Sex and Sexuality*, ed. Drew Hayden Taylor. Vancouver, Toronto, Berkley: Douglas & McIntyre, 2008. 15-19

- LGBTQ2 Issues in Inuit culture
- In class video: Mark Kenneth Woods and Michael Yerxa. *Two Soft Things, Two Hard Things*. MKW Productions. Canada: Nunavut. 2016. View on Amazon Prime or iTunes (71 minutes)

Recommended:

- Martin J. Cannon. "The Regulation of First Nations Sexuality." *The Canadian Journal of Native Studies* 18, no. 1 (1998): 1-13
- Leta Houle. "Issues of Tension: Aboriginal Women and Western Feminism." *Religious Studies and Theology* 30, no. 2 12: 2011. 209-233.
- Quo-Li Driskill. "Stolen from our bodies: First Nations Two Spirit/Queers and the Journey to a Sovereign Erotic." *Studies in American Indian Literatures*, Volume 16, Number 2, Summer 2004, pp. 50-64
- Sam McKegney, "Repairing the Circle: A Conversation with Tomson Highway," in *Masculindians*, edited by Sam McKegney. Winnipeg: University of Manitoba Press, 2014. 21-29

Class 9: Tuesday Feb 4

Gender & Sexuality in Buddhist Traditions: Part 1: Sacred Story & Gender

Read: (read all 11 pages Buddhism to Global Buddhism) "Buddhism." Religious Literacy Project, October 20, 2017. <https://rlp.hds.harvard.edu/religions/buddhism>.

- Buddha and masculinity
- Buddha and women

Recommended:

- Powers, John. "Gender and Virtue in Indian Buddhism." *Crosscurrents* 61, no. 4 (2011): 428-440.
- Powers, John. "The Ultimate Man," in *The Bloomsbury Reader in Religion, Sexuality and Gender*, eds. Daniel L. Boisvert, and Carly Daniel-Hughes, London: T&T Clark. 2017. 59-66 (Buddha's body/masculinity)

Class 10: Thursday Feb 6

Buddhism Part 2: Primary Source Workshop: Nuns & Sexuality

Quiz 4

Read: “Buddhism Case Study – Gender” Religious Literacy Project. 2018.

https://rlp.hds.harvard.edu/files/hds-rlp/files/gender_buddhism.pdf

- Buddha and Buddhist Nuns
- Rules for Bhikkunis
- In class reading: (bring copy to class) Geoffrey DeGraff, translator. “Chapter 23: Bhikkunis” in *The Buddhist Monastic Code II*. 2001.
<http://www.accesstoinsight.org/lib/authors/thanissaro/bmc2.pdf>
- In class film: Wiriya Sati. *The Buddha’s Forgotten Nuns*. Buddaya Productions. 2013.
https://www.youtube.com/watch?v=ngPkZ5zY_tQ (34 mins)

Recommended:

- Janet Gyatso. 2003. “One plus one makes three: Buddhist gender, monasticism, and the law of the non-excluded middle”. *History of Religions* 43 (2): 89-115.
- Alan Sponberg. “Buddhism,” in *Sex & Religion*. Eds. Christel Manning and Phil Zuckerman. 41-59

Class 11: Tuesday Feb 11

Buddhism Part 3: A Monk’s Perspective: Gender in A Tibetan & Vietnamese Buddhist Temple in Ottawa. Guest Speaker: Tan Ngo, PhD candidate University of Ottawa, Political Science

Midterm due today in class at the beginning of class. Considered late at 4:15.

Read: Hori, Victor. “How do we study Buddhism in Canada”, in Wild geese: *Buddhism in Canada*. Soucy, Alexander Duncan, John S. Harding, and Victor Sōgen Hori, Eds. Ithaca, NY; Montreal; McGill-Queen’s University Press. 2010.

- Guest lecture by Tan Ngo: Gender in A Tibetan Buddhist Temple in Ottawa

Recommended:

- The Pluralism Project. “Women in American Buddhism.”
<http://pluralism.org/religions/buddhism/issues-for-buddhists-in-america/women-in-american-buddhism/>.
- The Pluralism Project. “One Buddhism? or Multiple Buddhisms?”
<http://pluralism.org/religions/buddhism/issues-for-buddhists-in-america/one-buddhism-or-multiple-buddhisms/>

Class 12: Thursday Feb 13: Sexuality, Gender and Transgender in Wicca / Paganism:
Guest speaker: Professor Kim Stratton, College of Humanities, Carleton University

Quiz 5

Read: Christine Hoff Kraemer. "Gender and Sexuality in Contemporary Paganism." *Religion Compass* 6, no. 8. 2012. 390-401.

- In class film: Ronald Hutton. *Britain's Wicca Man*. 2013. <https://youtu.be/QQbdXCoxC14> (27 minutes)
- Guest Lecture by Professor Kim Stratton: Gender and Wiccan practice
- In class film: Andrew Mark Henry. "Modern Paganism and Modern Pilgrimage in Salem Mass" *Religion for Breakfast*. 2016. <https://www.youtube.com/watch?v=LHsn7M1mk2M> (4:02 mins)

Recommended:

- Martin Lepage. "Queerness and Transgender Identity: Negotiations in the Pagan Community of Montreal." *Studies in Religion/Sciences Religieuses* 46, no. 4. 2017. 601-619.
- Titus Hjelm. "Between Satan and Harry Potter: Legitimizing Wicca in Finland." *Journal of Contemporary Religion* 21, no. 1 2006. 33-48.
- Leona M. Anderson and Pamela Dickey Young. "Women in Western Spirituality Movements" in *Women and Religious Traditions*, eds. Leona M. Anderson and Pamela Dickey Young. Third Edition. Don Mills: Oxford University Press. 2015. 294-320
- Carol P. Christ. "Why Women Need the Goddess." *Heresies* no. 5 (1978): 8.
- Carol P. Christ. "Why Women, Men and Other Living Things Still Need the Goddess: Remembering and Reflecting 35 Years Later." *Feminist Theology* 20, no. 3 (2012): 242-255.

Tuesday Feb 18, Thursday Feb 20 WINTER BREAK no classes

Class 13: Tuesday Feb 25: Sacred Text and Historical Contexts: Adam and Eve & Wives in the Ancient World

Read: Yalom, Marilyn. "Wives of the Ancient World: Biblical, Greek and Roman Models" in *A History of the Wife*. New York: Harper Collins, 2001. 1-44. Read 1-16 for biblical (rest of the article is Greek and Roman and is recommended).

- Ancient Middle Eastern understandings of marriage and wives
- In class: Genesis 1-3: Primary Text: Bring to Class (bible, print, or online) <https://www.sefaria.org/Genesis.2?lang=en&aliyot=0>
- In class film: YHWH Had A Wife? <https://www.youtube.com/watch?v=CnLSblivz0M>
- In class film: Bim Bam. "Parshat Chayei Sarah: Rebecca meets Isaac" <https://www.youtube.com/watch?v=-Z5vGj7g1X0> 2009.

Recommended:

- Jewish Women's Archive "Feminine Images of God" (Hebrew Bible and Jewish Tradition) <https://jwa.org/encyclopedia/article/feminine-images-of-god>
- Day, Peggy L. "Hebrew Bible Goddesses and Modern Feminist Scholarship." *Religion Compass* 6, no. 6 (2012): 298-308.
- Meyers, Carol L. "Was Ancient Israel a Patriarchal Society?" *Journal of Biblical Literature* 133, no. 1 (2014): 8-27.
- Brettler, Marc Zvi. "Creation vs. Creationism: Genesis 1-3 as Myth" in *How to Read the Jewish Bible*. New York: Oxford University Press, 2007. 37-47

Class 14: Thursday Feb 27: Judaism: Part 1: Gender and the Rabbis Workshop

Quiz 6

- **Read:** Charlotte Elisheva Fonrobert. "Gender Identity In Halakhic Discourse." *Jewish Women: A Comprehensive Historical Encyclopedia*. 27 February 2009. Jewish Women's Archive. <https://jwa.org/encyclopedia/article/gender-identity-in-halakhic-discourse>
- **Read:** Chabad. "Women's Special Mitzvot." Chabad.org. https://www.chabad.org/theJewishWoman/article_cdo/aid/2689640/jewish/Womens-Special-Mitzvot.htm

Recommended:

- Adam Kirsch. "Men: Thank God we're not women." *Tablet Magazine*. April 19, 2016. <https://www.tabletmag.com/jewish-life-and-religion/200297/men-thank-god-were-not-women>
- Blu Greenberg. "Women and Judaism." In *Contemporary Jewish Religious Thought: Original Essays on Critical Concepts, Movements and Beliefs*, by A. Cohen and P. Mendes-Flohr. New York: 1987. 1039-1051.
- Ari Lev Fornari, Rabbi Elliot Kukla, Rabbi Dev Noily. "Gender diversity in Jewish sacred texts." *Keshet*. <https://www.keshetonline.org/resources/gender-diversity-in-jewish-sacred-texts/>
- Gregg Drinkwater. "Affirming the Sanctity of Same-Sex Love (Parashat Breshit)" *Keshet*. <https://www.keshetonline.org/resources/affirming-the-sanctity-of-same-sex-love-parashat-breshit/> Dec 4, 2019
- Birnbaum, Jordanna. "Shomer Negiah, the Prohibition on Touching." *My Jewish Learning*. <https://www.myjewishlearning.com/article/shomer-negiah/>.
- Reform Responsa. Circumcision of a Transgender Female. <https://www.ccarnet.org/ccar-responsa/nyp-no-5769-6/> (5 pages)
- Conservative statements on transgender issues under Jewish law: "Transgender Jews And Halakhah" <https://www.rabbinicalassembly.org/sites/default/files/public/halakhah/teshuvot/2011-2020/transgender-halakhah.pdf>
- Rabbinical Council of America (Modern Orthodox) 2016 Resolution: Regarding the Seating of Men and Women on Airplanes Adopted by direct vote of the RCA membership. <http://www.rabbis.org/news/article.cfm?id=105899>

Class 15: Tuesday March 3: Judaism Part 2: Men, Masculinity and Homosexuality

Read: Steven Greenberg. "Gayness and God: Wrestlings of an Orthodox Rabbi." *Tikkun* 31, no. 3 2016. 41-42.

- **In class Film:** Haim Tabakman. *Eyes Wide Open. Israel: Doster. 2010.* (93 minutes). *The entire class will be devoted to watching the film which will start at 4:00 and which will run over class by a few minutes. If you have seen it or wish to watch it at home you may do so. Take notes to discuss next class.*

Recommended:

- Michael L Satlow. "'try to Be a Man": The Rabbinic Construction of Masculinity". *The Harvard Theological Review* 89 (1). Cambridge University Press: 19–40. 1996.
<http://www.jstor.org.proxy.library.carleton.ca/stable/1509994>.
- Rabbinical Council of America. 2016 Resolution: Principled and Pastoral Reflections on Sanctity and Sexuality. 2016. <http://www.rabbis.org/news/article.cfm?id=105883>
- Gail Labovitz. "Consent, Agency and the Semantics of Sexuality in the Babylonian Talmud" Feminist Sexual Ethics Project.
<http://www.brandeis.edu/projects/fse/judaism/docs/articles/consent.pdf>
- Dorff et al. Homosexuality, Human Dignity & Halakhah: A Combined Responsum For The Committee On Jewish Law And Standards. Dec. 6, 2006.
http://www.rabbinicalassembly.org/sites/default/files/public/halakhah/teshuvot/20052010/dorff_nevins_reisner_dignity.pdf

Class 16: Thursday March 5

Judaism Part 3: Masculinity / Male Sexuality continued / Women and Menstrual Purity (Nidah)

Quiz 7

Reading: Meacham, Tirzeh. "Female Purity (Niddah)." *Jewish Women: A Comprehensive Historical Encyclopedia*. Jewish Women's Archive. 27 February 2009.

<http://jwa.org/encyclopedia/article/female-purity-niddah> (approx. 11 pages)

- Discuss film *Eyes Wide Open*
- Masculinity and Male Homosexuality
- Laws of Nidah
- In class film excerpt: Anat Zuria. *Purity; Breaking the Codes of Silence* Israel: Amithos Films. 2002. (65 mins)

Recommended:

- Rebecca T. Alpert. "Lesbianism." *Jewish Women: A Comprehensive Historical Encyclopedia*. 27 Jewish Women's Archive. February 2009. <https://jwa.org/encyclopedia/article/lesbianism>
- Alana Suskin. "Menstruation and Family Purity" MyJewishLearning.
<http://www.myjewishlearning.com/article/menstruation-and-family-purity-taharat-ha-mishpacha/>

- Rachel Biale. "Nidah", in *Women and Jewish Law*. New York: Schocken Books. 1984.
- Zimmerman. "Nidah in Email Questions", in *Gender Relationships in Marriage and Out*, Rivkah Blau, Ed. New York: Yeshiva University Press. 2004.
- Tirzah Meacham. "Legal-Religious Status of the Virgin." *Jewish Women: A Comprehensive Historical Encyclopedia* Jewish Women's Archive.. 27 February 2009.
<https://jwa.org/encyclopedia/article/legal-religious-status-of-virgin>

Class 17: Tuesday March 10: Judaism Part 4: Book of Esther, Gender and Drag Workshop
Guest Speaker: Rabbi Liz Bolton, Or Haneshamah, Ottawa Reconstructionist synagogue

Read Book of Esther (9 chapters, approx. 12 pages) and bring to class

- Book of Esther, Gender and Drag Workshop

Today is Purim, the Jewish holiday that celebrates the story told in the Book of Esther. Our guest speaker Rabbi Liz Bolton warmly invites you to join her in the fun and come to class in costume, wear a funny hat or a mask.

Reminder: Purim celebrations March 9 at local synagogues for extra credit site visit, more detail to come.

Recommended:

- Rabbi Elliot Kukla and Rabbi Reuben Zellman. "TransTexts: Cross-Dressing and Drag." *Keshet*. June 3, 2008. <https://www.keshetonline.org/resources/transtexts-cross-dressing-and-drag/>
- Tamara Meir "Esther: Midrash and Aggadah." *Jewish Women: A Comprehensive Historical Encyclopedia*. 20 March 2009. Jewish Women's Archive.
<https://jwa.org/encyclopedia/article/esther-midrash-and-aggadah>
- Mischa Haider and Penina Weinberg. "Unrighteous Anger – Queen Vashti and the Erasure of Transgender Women" *Tikkun Daily*. May 13, 2016.
<https://www.tikkun.org/tikkundaily/2016/05/13/unrighteous-anger-queen-vashti-and-the-erasure-of-transgender-women/>

Class 18: Thursday March 12: *The Policy Brief Workshop: How to write to get a job in government:*

Quiz 8

No reading for today. Quiz is on Book of Esther and last class's discussion.

Reminder: Extra credit: Limmud Ottawa 2020 Sunday March 15

Class 19: Tuesday March 17: Christianity and Gender and Sexuality: Part 1: Women in the Early Christian Church

Read: Karen King. "Women in Ancient Christianity | From Jesus To Christ - The First Christians | FRONTLINE." PBS. Public Broadcasting Service.

<https://www.pbs.org/wgbh/pages/frontline/shows/religion/first/women.html>.

Recommended:

- Bernadette Brooten, "The Bible and Love Between Women." *Open Hands*. Winter 2000. 15:3 15-17 <http://www.brandeis.edu/projects/fse/christianity/docs/christianity/chris-essays/chris-ess-brooten.pdf>
- Mark D. Jordan. "The Passions of St. Pelagius" in *The Bloomsbury Reader in Religion, Sexuality and Gender*, eds. Daniel L. Boisvert, and Carly Daniel-Hughes, London: T&T Clark. 2017. 159-167
- Elizabeth Castelli "Paul on Women and Gender" in *Women and Christian Origins*, Kraemer & D'Angelo, Editors. Oxford University Press. 1999. 227-235
- Brooten, Bernadette. "How Natural is Nature? Augustine's Sexual Ethics." *Sexual Ethics Project*. <http://www.brandeis.edu/projects/fse/christianity/docs/christianity/chris-articles/aug-brooten.pdf> 2003.
- "The Martyrdom of Saints Perpetua and Felicitas" in *The Acts of the Christian Marytrs*. Herbert Musurillo, translator. London: Oxford University Press. 1972. <http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/perpetua.html>
- "The Gospel of Mary." In *The Nag Hammadi Library in English*, J M Robinson, Translator. Harper Collins. <http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/mary.html>

Class 20: Thursday March 19: Christianity Part 2: Virginity & Abstinence in Contemporary Evangelical Christianity in North America

Quiz 9

Read: Fahs, Breanne. "Daddy's Little Girls: On the Perils of Chastity Clubs, Purity Balls, and Ritualized Abstinence." *Frontiers: A Journal of Women Studies* 31, no. 3 (2010): 116-142.

Please watch the film in advance of class: Cassie Jaye. "Daddy, I Do" USA: Jayebird Productions. <https://www.youtube.com/watch?v=Uj9FXcent3k> (90 min). *Note that you are being given class time off on April 7 to give you extra time to watch two films on your own.*

Recommended:

- Gish, Elizabeth. "Producing High Priests and Princesses: The Father-Daughter Relationship in the Christian Sexual Purity Movement." *Religions* 7, no. 3 (2016): 33
- Miller, Jennifer. "Queering the Virgin: Evangelical World-Making and the Heterosexual Crisis." *European Journal of American Studies* 11, no. 3 (2017).

Class 21 Tuesday March 24: Christianity Part 3: Case Study: LGBTQ Issues in the Mormon Church

Read: Cragun, Ryan T., Emily Williams, and J. E. Sumerau. "From Sodomy to Sympathy: LDS Elites' Discursive Construction of Homosexuality Over Time." *Journal for the Scientific Study of Religion* 54, no. 2 (2015): 291-310.

- Homosexuality in LDS
- Transgender issues in LDS
- In class film: Tobin Bernhard. "Growing up Transgender and Mormon" USA: Oho Media. <https://video.nationalgeographic.com/video/short-film-showcase/0000014f-6670-d37e-a7df-eff177d20000> (14:52)

View film before end of course for Term Portfolio: Francine Pelletier and Christine Willigns. *A Cure for Love*. NFB. <https://www.youtube.com/watch?v=rQno0GKm54Q>. 2008. (59 minutes)

Recommended:

- "Mormon and Gay - An Official Church Website." *Mormon and Gay - An Official Church Website*. <https://mormonandgay.churchofjesuschrist.org/>.
- William S. Bradshaw, Tim B. Heaton, Ellen Decoo, John P. Dehlin, Renee V. Galliher, and Katherine A. Crowell. "Religious Experiences of LGBTQ Mormon Males." *Journal for the Scientific Study of Religion* 54, no. 2 (2015): 311-329.
- Donald Boisvert. What Kind of Man Are You? Same-Sex Relations, Masculinity and Anglican Queer Malaise. *Studies in religion*. 42:2. p.226. 2013.

Class 22: Thursday March 26

Gender and Sexuality in Islam: Part 1: Workshop: Early Islam and Classical Sources

Quiz 10

Read: Clarke, L. "Women in Islam", in Anderson, Leona M., and Pamela Dickey Young. *Women & Religious Traditions*. Don Mills, Ont: Oxford University Press, 2010. 213-234

- In class film: Hussein Rashid. "Intro to Islam" *Religion for Breakfast*. Feb 5. 2018. <https://www.youtube.com/watch?v=Qtz4NGzpOco>
- Women in Early Islam
- Gender in the Quran

Recommended:

- Ahmed, Leila. "Women and the Rise of Islam," in *Women and gender in Islam historical roots of a modern debate*. Philadelphia: University of Pennsylvania Pr. 2011 41-63

Class 23 Tuesday March 31: Islam Part 2: Gender in Contemporary Contexts

Read: Ali, Kecia. "Rethinking Women's Issues in Muslim Communities," in *Taking Back Islam: American Muslims Reclaim Their Faith*. Michael Wolfe and Beliefnet, eds., Emmaus, PA: Rodale Press. 2002. <http://www.brandeis.edu/projects/fse/muslim/articles.html>(6 pages)

- Women in Islam contemporary issues
- The hijab, Islamophobia and misogyny
- Bill 21
- In class film: Jennifer Kawaja. *Under one sky: Arab women in North America talk about the hijab*. Montreal, PQ: National Film Board of Canada, 1999. 40 minutes

Recommended:

- Paul Wells. "The Battle Against Quebec's Bill 21" *Macleans*. Nov 8, 2019. <https://www.macleans.ca/news/canada/the-teachers-taking-on-quebecs-bill-21/>
- Selby, Jennifer A. "Un/veiling Women's Bodies: Secularism and Sexuality in Full-Face Veil Prohibitions in France and Québec." *Studies in Religion/Sciences Religieuses* 43, no. 3 (2014): 439-466.
- Eid, Paul. "Balancing Agency, Gender and Race: How do Muslim Female Teenagers in Quebec Negotiate the Social Meanings Embedded in the Hijab?" *Ethnic and Racial Studies* 38, no. 11 (2015): 1902-1917.

Class 24 Thursday April 2 LAST CLASS: Islam Part 3: Sexuality & Diversity

Quiz 11

Read: Kugle, Scott Siraj Al-Haqq. "Sexuality, Diversity and Ethics in the Agenda of Progressive Muslims" in *Progressive Muslims*. One World Publication, 2003.

- Homosexuality and Lesbianism in Islam

Film excerpt: Parvez Sharma. *A Jihad For Love*. First Run Features. 2007.

<http://catalogue.library.carleton.ca/record=b2952571>

- Transgender in Islam

Recommended:

- Paula Sanders. "Gendering the Ungendered Body: Hermaphrodites in Medieval Islamic Law", in *The Bloomsbury Reader in Religion, Sexuality and Gender*, eds. Daniel L. Boisvert, and Carly Daniel-Hughes, London: T&T Clark. 2017. 77-86
- The Feminist Sexual Ethics Project (Brandeis) *Muslim Sexual Ethics*: various articles including veiling, homosexuality, honor killing etc.

<http://www.brandeis.edu/projects/fse/muslim/index.html>

Tuesday April 7 (NO CLASS)

Final Portfolio due today at the Religion drop box today. Paterson floor 2a.

Extra office hours today TBA

Note that there is no class today because you are being given time to view extra two films outside class.

DETAILED ASSIGNMENT DESCRIPTIONS:

30% Midterm Portfolio: Hinduism, Inuit, Buddhism

Due:

- A. Film Analysis of film shown in class (10 points)
- B. Primary Source Journal (4 entries, at least one per tradition) (20 points)

Breadth Requirement for Portfolio Project: Your Midterm Portfolio must include 5 elements (1 film analysis plus 4 primary source journal entries). Each of the three traditions studied before the midterm (Hinduism, Inuit and Buddhism) must be covered at least once. Do not cover any tradition more than twice.

Length requirements are suggestions: I would be surprised if you could succeed at these assignments in less than the suggested length. You may exceed the suggested length with no penalty but be reasonable, these are intended to be short assignments adding up to one portfolio.

Citations and Bibliographies: A reminder that all assignments must use Chicago Manual of Style (Notes and Bibliography) and must include a bibliography.

Minimum Source Requirements: Instructions include minimum required source requirements for a passing grade. Recommended readings will count first towards course materials, and then as outside extra credit research.

Outside Research: You may do additional outside research to enrich your discussion.

A. FILM ANALYSIS:

Length: 3-4 pages

Choose one of the films that we saw in class in full or as an excerpt that is listed here. If we saw it as an excerpt you must watch the film in full to analyse it.

- Hinduism: Alessandra Zeka *Frameline Voices: Harsh Beauty* Frameline. 2005
<https://youtu.be/WYIz45UklNs> (54 min).
- Hinduism: Nina Paley. *Sita Sings the Blues* <https://youtu.be/RzTg7YXuy34>
Sitasingingtheblues.com 2009.
- Buddhism: Wiriya Sati. *The Buddha's Forgotten Nuns*. Buddaya Productions. 2013.
https://www.youtube.com/watch?v=ngPkZ5zY_tQ (34 mins)
- Mark Kenneth Woods and Michael Yerxa. *Two Soft Things, Two Hard Things*. MKW Productions. Canada: Nunavut. 2016. View on Amazon Prime or iTunes (71 minutes)

Goals of the Assignment:

1. Apply religious studies approaches to the film and relevant course sources.
2. Demonstrate your comprehension of relevant course materials including key terms and concepts
3. Learn how to use film as a resource for critically thinking about religion.
4. Develop your critical thinking and writing skills

Your film analysis should include the following

1. Framing: introduce your film as a source for learning about gender and sexuality in this tradition. Be sure to cite the film fully and include the following.
 - a. Film subject: In one to two sentences, what is this film about?
 - b. Film type: What type of film is this? (documentary / feature film)
 - c. Tradition: Which religious tradition or community does it represent? What time period does it represent? What is its cultural context? Where is the film set? (be as specific as possible)
 - d. Perspective: Who made the film? What perspectives do they bring to the subject? Who is the intended audience?
2. Description: What story does this film tell about this particularly religious tradition generally, and about gender and sexuality specifically. Does the film use a faith-based approach? What evidence does the film use? How precisely does the film focus on particular religious communities in historical and cultural context? Minimum 5 facts from film.
3. Analysis: How well does the film tell this story? Given what you know about the religious tradition and gender and sexuality in the tradition from course materials, what is effective and what is missing from the film? Connect your evaluation of the film's ability to teach about gender and sexuality in this religious tradition to a minimum of 3 relevant course materials (lecture, readings, films etc.).
4. Reflection: Conclude by reflecting on film as a medium for learning about religion and gender and sexuality. What are its strengths and weaknesses?

B. PRIMARY SOURCE JOURNAL: 4 ENTRIES

Length: 1-2 pages per entry

Sources: Must include at least one source from Hinduism, Inuit Traditions, and Buddhism.

Types of Sources: Source must allow you to analyze and reflect on gender and/or sexuality in your tradition. May include, quotation from canonical religious text, traditional stories (especially for Inuit), visual art, liturgy / prayer, images of ritual objects or traditional dress.

Goal of the Assignment:

1. Identify, locate and cite primary sources that are relevant to the study of gender and sexuality in Hinduism, Inuit Tradition and Buddhism.
2. Describe a primary source and its historical context.
3. Demonstrate comprehension of relevant required readings.
4. Reflect on the primary source in terms of its significance for contemporary communities.

Each primary source journal entry should include:

1. Primary source excerpt(s) or in full (whatever you are working with) if text, or reproduction of image. Do not count this in length of the assignment. Cite your source fully here.
2. Description: Detailed description of the primary source. Give minimum of 5 details about form and content.
3. Historical context: In addition to where and when this source is from, discuss its context to help us understand the source and how and why it became important to this community in terms of gender and sexuality. Give minimum of 5 facts about origins, significance and reception. You must use relevant course materials for this discussion. *Depending on the primary source you choose, you may need to do outside research if this information is not already in required course materials.* If you are choosing a contemporary primary source you must find a way to connect it to historical traditions, sources etc. in order to meet this requirement.
4. Contemporary Context: Reflect on how this source is understood today by this community. What traditional or conservative interpretations apply? Are there any radical reinterpretations? How does this source help us understand gender and sexuality in this community? Give minimum of 2 facts about contemporary context. You will almost certainly want to use insider as well as scholarly sources for this section to gauge popular reception in the contemporary context. You must use relevant course materials for this discussion. *Depending on the primary source you choose, you may need to do outside research if this information is not already in required course materials. You may find both scholarly and insider sources useful here. Be clear about what type of source you are using.*
5. Minimum of two references to required course readings.

40%: Term Portfolio: Wicca, Judaism, Christianity, Islam

- A. Film Analysis of one film shown in class (10 points)
- B. Primary Source (sacred texts and images) Journal: 2 entries (10 points)
- C. Policy Brief (20 points)

Breadth Requirement for Portfolio Project: Your Term Portfolio must include 4 elements (1 film analysis, 2 primary source journal entries, and one Policy Brief). Each of the four traditions studied before the midterm (Hinduism, Innuity and Buddhism) must be covered at least once. Do not cover any tradition more than twice.

All other expectations remain the same as for the Midterm Portfolio: length requirements are suggested, all sources must be cited, minimum source requirements must be met to receive a passing grade, additional outside research is welcome.

A. FILM ANALYSIS.

Follow same instructions for length and content as for Midterm Portfolio Film Analysis assignment instructions. You may complete your analysis of any of the following films shown in class or excerpted in class. If we only saw the excerpt, you must view the film in full to complete this assignment.

- Wicca: Ronald Hutton. *Britain's Wicca Man*. 2013. <https://youtu.be/QQbdXCoxC14> (27 minutes)

- Judaism: Haim Tabakman. *Eyes Wide Open*. Israel: Doster. 2010. (93 minutes).
- Judaism: Anat Zuria. *Purity; Breaking the Codes of Silence* Israel: Amithos Films. 2002. (65 mins)
- Christianity: Cassie Jaye. "Daddy, I Do" USA: Jayebird Productions. <https://www.youtube.com/watch?v=Uj9FXcent3k> (90 min).
- Christianity: Francine Pelletier and Christine Willigns. *A Cure for Love*. NFB. <https://www.youtube.com/watch?v=rQno0GKm54Q>. 2008. (59 minutes)
- Islam: Jennifer Kawaja. *Under one sky: Arab women in North America talk about the hijab*. Montreal, PQ: National Film Board of Canada, 1999. 40 minutes
- Islam: Parvez Sharma. *A Jihad For Love*. First Run Features. 2007. <http://catalogue.library.carleton.ca/record=b2952571>

B. PRIMARY SOURCE JOURNAL: 2 Entries: We will devote one class to going over how to complete this assignment. Take notes during that class.

Length: 1-2 pages per entry

Sources: Entries may focus on a primary source from Wicca, Judaism, Christianity or Islam.

Types of Sources: Quotation from canonical religious text, traditional stories (especially for Wicca), visual art, liturgy / prayer, images of ritual objects or traditional dress.

Goals and instructions: As for Midterm Portfolio, only focusing on Wicca, Judaism, Christianity or Islam. All other goals, instructions and requirements apply including source requirements and the possible need for outside research.

C. FEDERAL POLICY BRIEF

Length: 2-3 pages. 2-3 pages the actual length of federal policy briefs. If you must write more, do so, but try to stay as focused as possible.

Goals:

1. To develop the professional writing skill of producing a policy brief.
2. To demonstrate comprehension of relevant course materials.
3. To identify, locate and summarize relevant scholarly sources.
4. To apply definitions and concepts related to the academic study of religion and gender and sexuality to a real-world case.

Format: See CULearn for Policy Brief Template from Federal Government. **You must use the template provided and you must fill in the template fully.** See instructions here on how to fill out the template and complete the policy brief assignment correctly.

Topics: Although some topics apply to more than one religious tradition you must focus on only one tradition. Choose which tradition you will discuss and choose examples from a particular community within the tradition (i.e. Orthodox Jews, Anglican or Catholic Christians, Sunni or Shia Muslims, Wiccans or other Neo-Pagan groups)

How do religious courts for divorce relate to civil divorce in Canada? What is the role and function of the religious court Judaism or Islam? What role does it play in religious divorce for this community? Who in this community uses it? What are the concerns around its use?
Judaism, Islam.

Would a ban to conversion therapy infringe on religious freedom? What is conversion therapy? What teachings about homosexuality exist in this religious tradition that prompted/prompts the use of conversion therapy? How has this community used or changed its position on conversion therapy? Is this still an issue in 2019? *Christianity, Judaism or Islam.*

What accommodations for religious dress for Muslim or Jewish women is necessary in the military? What are current accommodations? What range of types of religious dress is required and by which communities? Is there any concern about making these accommodations? *Islam, Judaism.*

What is the responsibility of a doctor to provide abortions and/or birth control in Canada when such practices violate their religious convictions? Why is this a problem for some Christian or Orthodox Jewish doctors? What are the tradition's teachings around these issues?
Christianity, Judaism.

Why are religious groups so resistant to our efforts to advance rights for transgender persons? What does this community teach about transgender issues? What are the range of conservative and liberal arguments? *Wicca, Judaism, Christianity, Islam.*

Should we permit skyclad rituals in federal provincial parks? Would prohibiting these rituals infringe on the religious rights of Wiccans and pagans? Why are they performing rituals naked? How does this practice of nudity in a ritual relate to teachings around gender and sexuality? *Wicca / Pagan*

Scenario: You are a junior policy analyst and you have been asked to prepare a policy brief for your boss, the Deputy Minister. Your policy brief must give your deputy minister enough information about this issue so that they understand the issue well enough to not embarrass themselves or the government when they are interviewed about this topic. The consequences to you are real and urgent. You don't want to get fired. Follow the instructions to not get fired (and do well on this assignment)

Start your research: Your first job as a policy analyst is to gather the information you need. Find recent and accurate sources that you can trust. Look for excellent scholarly sources, news articles, any statements by the community about this subject, research by other government organization, anything about this subject that the government has already addressed through policy or legislation.

What type of writing is this? Policy Briefs are a type of professional writing that is very dense, single spaced, highly precise, fact-filled, and depends on excellent research. You want to choose the best evidence possible for your brief so use the highest standards for your research -only use exceptionally trustworthy sources for any fact. You are being asked to prepare a “For Information” policy brief.

Follow this advice for each section of the policy brief:

Front page: fill in the following sections this way:

1. Header add the name of department and the name of the Minister for the department. Choose the department that your work for that would logically ask for this kind of information. Look up various federal departments and choose one. Once you’ve chosen the department look up Deputy Minister for the department.
2. Classification: Confidential
3. Confidence of the Queen’s privy council: delete
4. Solicitor – Client Privilege: delete
5. Title: Choose a title for your brief and insert here. It must be very short and describe the issue.
6. (for information / for decision): for information and delete “for decision”

BODY OF BRIEF:

- A. **Summary of Advice to the Minister** *If you are not concise and precise in this section your boss will not read it, will look like a deer caught in the headlights at the scrum on parliament hill, and you will be fired. How to not get fired:* This section is intentionally very short. This is the quick, high-level, you have 1 minute to explain this in the elevator to your boss version. Summarize what the issue is quickly focusing on what the DM needs to know to not blunder publicly. Write this section AFTER you have completed the section on background. This section distills the most important information briefly and with precision. Include the following main points:
- a. The first sentence of the note is: “The purpose of this note is to inform the minister about...”
 - b. What is the issue
 - c. What are the strategic considerations (what will get the government in trouble). What is the consequence if you do something, do nothing?
 - d. Are there any financial costs (you can guess this)?
 - e. What are you recommending (this is for information, so it might be do nothing)?
 - f. Cite the 3 most important sources in this section in footnote form only.

- B. **Background:** *If you do not give enough background with the necessary history and facts to back it up, your boss will say stupid things on their interview with the CBC, your boss will look like an idiot and you will be fired. How to not get fired:* This is the longest section of your policy brief and may be 1.5-2 pages. This is your only space to give your boss the details they need if someone asks them a detailed question. Summarize your best and most urgent research. You should include:
- A. Relevant information that is factual and publicly available (i.e. you can research it).

- B. Key points, facts, statistics, important chronology / dates that are essential to understanding this issue.
 - C. Everything in this section should be cited from a high-quality source.
 - D. Use material from this course to provide some of this background and cite.
 - E. You don't have time for long quotations. Do quote precisely and strategically if there is something critical.
- C. Strategic considerations:** *If you cannot note these, the Prime Minister will think your boss is an idiot and your boss and your whole team will be fired. How to not get fired: That being said, as a student at Carleton you are not an expert on all things the federal government might be strategizing about. Fill this section in with a fictional sentence or two about something your particular department would care about in terms of this issue.*
- D. Gender Considerations:** *If you cannot note the Gender Considerations to an issue that is directly linked to gender, you did not pay attention to your briefing on GBA+, the "Gender-Based Analysis Plus" process that the federal government requires that every policy be analysed in terms of gender. Your boss throws up their hands in despair and fires you and the person who hired you. How to not get fired:*
- a. Take a moment to review the GBA+ web site <https://cfc-swc.gc.ca/gba-acis/index-en.html> , check out "Apply GBA+ to your work".
 - b. Review the religion and gender/sexuality theory we've used throughout this course.
 - c. Summarize the most urgent gendered dimensions of this issue without repeating what you said in earlier sections.
- E. Indigenous Considerations:** Write: "Does not apply"
- F. External Consultations:** *The history of the Canadian government messing up publicly is the history of the government failing to consult the people who are actual stakeholders in any given issue. If you don't go and speak to the people who are affected by and invested in this issue, your boss won't know what they care about, what they experienced, and why this issue actually matters to Canadians. Your boss will sound like a tone-deaf idiot when asked about the issue and will lose their job when the video of them saying stupid things go viral. Your boss will lose their job and you will lose yours too. How to not get fired:*
- A. Determine who the stakeholders are. There are real community groups and organizations that are stakeholders in this issue. Find out who they are.
 - B. Research what they have to say about this issue. Quote them strategically.
 - C. Have there been any actual consultations around this issue? If yes, quickly describe.
 - D. Summarize most important arguments / claims / facts and cite sources.

Final page:

1. Advice and Recommendation to the Minister: your memo is for information. This section concludes the memo. Simply briefly summarize your advice to the Minister.
2. Leave blank: Deputy Minister signature block, concur or don't concur, Minister signature block, Minister comments
3. Description of Attachments: Note you are attaching a Bibliography and anything else you want to attach (images etc.)

Attach your bibliography and any other attachments.

You have now successfully completed the policy brief. Congratulations, you've been promoted to Senior policy analyst, you have a permanent position with health care and a pension.

OPTIONAL EXTRA CREDIT:

These optional assignments can be used to make up for grades lost for missed work or to generally raise your grade. There is an opportunity for extra credit for every religious tradition covered in the course. Maximum extra credit is 10% total. Each individual extra credit assignment is valued at 3%. You may complete as many as you wish but you are limited to one per religious tradition.

Length: 1-2 pages

Due: Submit on CULearn on specified due date by midnight.

Connect to course work: As a professor I give you this opportunity to give you a chance to learn more and do better in this course. I'm looking for you to take this opportunity to learn more about our subject but also to show me you understand the course material. A strong extra credit assignment will reference relevant readings / videos / lectures and cite sources correctly.

Site visits/observation: One option for several traditions is to visit a site that will allow you to learn more (museum, house of worship, community centre, holiday or celebration). In all cases, gain permission to attend / observe before going. Always remember you are an ambassador for this class and for Carleton. Please be on your best behaviour, dress appropriately, and act discreetly and respectfully. Your behaviour impacts the ability of other students to visit these sites. Please take a photo of yourself on site (appropriately, discreetly and respectfully) to prove you were there.

The extra work will be graded using a simplified grading scheme:

Grading Rubric: Extra Credit

0	did not attempt / does not meet requirements
1	attempted but no connection to course material or citation
2	Attended/ viewed, reflects on gender and/or sexuality, references course but some misunderstandings, does cite source(s),
2.5	Attended / viewed, describes gender and/or sexuality, shows understanding of course materials, and cites source(s).
3	Exceeded expectations in thoughtfully reflecting on gender and sexuality in what you saw, critically integrated more than one course source into your discussion and cites sources.

Due date	Tradition	You may always suggest an alternative extra credit project.
Tuesday Jan 28	Hinduism	<p>Temple site visit</p> <p>Film analysis: <i>Water</i> (2005) Following the sudden and unexpected death of her husband, a widowed child bride lashes out against her fate in the Hindu ashram where she is expected to atone for her sins.</p> <p>Film analysis: <i>Fire</i> (1996) Sita and Radha are young Indian women whose husbands choose celibacy or mistresses over their wives. This leads them to form an intimate, passionate relationship amidst a close-minded society.</p>
Tuesday February 4	Inuit or First Nations:	<p>Visit the Canadian Museum of History and reflect on the ways in which indigenous traditions and gender are represented.</p> <p>Film analysis: Zacharias Kunuk. <i>Atanarjuat: The Fast Runner</i>. NFB. https://www.nfb.ca/film/atanarjuat_the_fast_runner_en/ 2000. (2hr:41) "Atanarjuat, The Fast Runner" is an epic film made by and about the Inuit peoples of the Canadian arctic, telling a story of a crime that ruptures the trust within a closely knit group, and how justice is achieved and healing begins.</p> <p>Podcast analysis: Molly Swain and Chelsea Vowel are two Métis women hailing from Alberta who are unabashedly obsessed with science fiction. Together, they host <i>Otipêyimisîw-iskwêwak kihci-kîsikohk</i>, or, Métis in Space: a podcast where the two women sit down with a bottle of wine, a decolonial attitude, and an exceptionally nerdy sci-fi movie or television episode that includes Indigenous people. Choose an episode that makes sense for a religion and gender course.</p>
Thursday Feb 13	Buddhism	<p>Temple site visit</p> <p>Research Buddhist Wedding ceremony to reflect on gender in the ritual. Be detailed about context of the ceremony and only focus on one cultural example (i.e.do not equate Mahayana ceremony in India with Vietnames Tibetan ceremony).</p>
Tuesday Feb 25	Wicca / Pagan	<p>Research particular Wiccan or pagan ritual. Focus on gender and sexuality. Be detailed about context of ceremony.</p>

<p>Thursday March 12</p>	<p>Judaism</p>	<p>Synagogue visit: Purim holiday celebrations: Any synagogue, Monday March 9.</p> <p>Attend Limmud Ottawa 2020 Sunday March 15 and seek out panels that focus on gender and/or sexuality. Free registration (and free kosher vegetarian light lunch), when you arrive say that you are Dr. Butler's students at Carleton. Where: Jewish Community Centre, 21 Nadolny Sachs, Ottawa, ON K2A 1R9. Note that to enter you will be asked to show a photo id at the door. This is standard security at Jewish institutions today. Time: TBA but it is a full day event.</p>
<p>Thursday March 26</p>	<p>Christianity</p>	<p>Church visit:</p> <p>Film analysis: Saved! (comedy) (2004) Mary (Jena Malone) is a devout girl at a Christian high school, dating Dean (Chad Faust). But her perfect world begins to fall apart when Dean reveals that he's gay. She receives a vision from Jesus and tries everything she can to help Dean, including offering her virginity. Unfortunately, Dean is sent to a treatment center to "cure" him, and Mary discovers she's pregnant. When her friends turn on her, she finds solace with school misfits Roland (Macaulay Culkin) and Cassandra (Eva Amurri).</p>
<p>Tuesday April 7</p>	<p>Islam</p>	<p>Mosque visit</p> <p>News analysis of Bill 21: summarize bill, surrounding debates, and critically reflect issues at stake for muslim community in Quebec.</p> <p>Film analysis: Shamim Sarif. <i>I Can't Think Straight</i>. Enlightenment Productions. 2008 As her wedding day approaches, a feisty bride (Lisa Ray) falls in love with a shy Muslim woman (Sheetal Sheth) who is also dating a man.</p> <p>Film analysis: Parvez Sharma. <i>A Jihad For Love</i>. First Run Features. 2007. http://catalogue.library.carleton.ca/record=b2952571</p>



University Regulations for All College of the 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.

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism 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, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found [here](#).

Academic Accommodation Policy

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the instructor 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. For more details see the [Student Guide](#)

Religious obligation: write to the instructor 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. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System](#)

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).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and **in all cases this must occur no later than three (3.0) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. More information is available [in the calendar](#).

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control 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. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online to the Registrar's Office no later than **three working days** after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the 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 [forms and fees page](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to the [Registrar's Office](#).

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [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. [More information](#)

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI and SAST Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)