

note this course outline is not final until the first class meeting
CARLETON UNIVERSITY
College of the Humanities: Religion Program

RELI 2535A: Religion and Gender

Winter 2019: Mon-Wed 16:05-17:25

Dr. Deidre Butlerdeidre_butler@carleton.ca

Office Hours: Mondays and Wednesdays 2:30-3:30 and by appointment.

Paterson 2a49

COURSE DESCRIPTION:

This course introduces students to the topic of gender and religion. What does it mean to be female, male or otherwise gendered in several religious traditions found in the world today? How does focusing on gender and religion enrich and complicate our understanding of religion in general as a human phenomenon and in particular religious traditions? Feminist scholars began this project of studying gender in religion by focusing on women. While women as an object of study was the entry point to this interdisciplinary project, and that focus is reflected in the title of our textbook, scholars today focus on gender as a more helpful category to think about these questions. 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. This will be accomplished by studying four key areas in historical and (especially) contemporary contexts: (1) The divine and/or the sacred in scripture, religious law and teachings (oral and written); (2) constructions of the human as sexed / gendered in religious discourse (3) body practices and ritual practice; and (4) sexuality.

Course Evaluation:

Reading quizzes.....	30%	TBD
Midterm Portfolio (3 components).....	25%	Feb 4 & Feb 25
Final Portfolio / Project (4 components).....	45%	March 27 & April 8

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

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:

1. **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. **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.** 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.
2. **Reading Quizzes: 30%** We will discuss this format at the first class meeting.
3. **Midterm Portfolio: 25%** (complete one policy brief and one film analysis, 12.5% for each element)
 - A. Policy Brief (Indigenous): 2-3 pages + research **due Feb 4**
 - B. Film Analysis (Hindu or Buddhist): 4-5 pages **due Feb 25**
4. **Final Portfolio: 45%** (complete one of each element, from traditions studied after Winter break, may not choose same tradition twice)
 - A. Policy Brief: 2-3 pages + research 12.5% **due March 27**
 - B. Film Analysis: 4-5 pages 12.5% **due March 27**
 - C. Primary Source (sacred texts and images) Journal: 4 entries x 1-1.5 pages each = 4-6 pages 16% **due April 8**
 - D. Critical feedback to in class content April 6-8 : 1-2 pages 4% **due April 9 (online by midnight)**

OR

Final Term Project: 45% Equivalent to 11-14 pages, must focus on material from after midterm.

Solo or group work.

- A. **Meeting with professor (before March 4) by appointment** to have your project approved. You will present your project proposal for either a web site or CUPortfolio project. Your proposal should include outline of 4-5 elements that focus on religion and gender/sexuality (may include articles, blogs, podcasts, film analysis, etc.) with the majority of work focusing on material / themes / questions from after winter break; you must bring your bibliography including primary sources, relevant course sources, AND some outside scholarly research. You may not complete the Final Term Project without approval from the professor. 5% **(before March 4)**
- B. **Rough Draft** with two thirds of content complete send link by email 15% **(March 18)**
- C. **Final Project with mini-presentation in class** 25% **(April 6 and 8)**

Contact me:

The best way to reach me is through email or office hours. Should you email or come see me? Short questions that can be answered quickly can always be asked in email. But if your question requires more than a quick response you'd be better off coming to see me in person. I am happy to make appointments outside of office hours. Please email me to make an appointment. Although I usually check email daily, I may not do so on weekends and it may take 2-3 days during busy periods. Please put your full name and course number in the subject heading. *Emails are not normally answered evenings and weekends and may take up to 2 business days to return during very busy periods.*

Late Penalty, Format, Citation Style, Sources, Rough Drafts

1. Late Penalty: Assignments must be submitted by the beginning of class. The late policy of this class is designed to be fair to students who handed their work in on time. Late assignments will be penalized at the rate of 10% per day (weekends included) until 100% has been reached. Extensions will only be granted for documented medical or family emergencies. Please note that late work will be graded as my schedule allows.
2. Paper submissions are required if they are due in class.
3. Style: The Religion program uses the Chicago Manual of Style (humanities or footnote and bibliography style) as its standard style for citations. Use it for all citations. Always include a Bibliography at the end of the assignment. I also strongly recommend using citation management software/sites/apps for your citations.
4. 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.**
5. Rough drafts: I am happy to review and comment on rough drafts that are submitted by email a minimum of 7 days before an assignment is due. I will return it to you with comments. In order to receive credit for the effort of doing a rough draft, always submit the rough draft (print if necessary) with my comments.

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).

Date	Topic & Readings
<p>Class 1: Monday Jan 7</p>	<p>FIRST CLASS: RELIGION AND GENDER?</p> <ul style="list-style-type: none"> • Course outline • Build A Religion Workshop: Thinking through Gender and Religion: • In class film: “The Origin of Love”, from <i>Hedwig and the Angry Inch</i>, https://www.youtube.com/watch?v= zU3U7E1Odc <p>*Read if you missed the first class: “Religion: Some Basics” in <i>Religion: The Basics</i>, Malory Nye, Taylor & Francis 2008, pp. 1-22</p> <p>*View if you missed this class: Academic study of Religion: https://www.youtube.com/watch?v=6VAX4jZbBr8</p>
<p>Class 2: Wednesday Jan 9</p>	<p>WHAT IS RELIGION? WHAT IS GENDER? RELIGION AND GENDER?</p> <ul style="list-style-type: none"> • In class film: <i>Cultural Studies Approach to Religion: Situatedness (Context)</i> https://youtu.be/BKT9sFsGqB8 • In class film: <i>3 Misunderstandings about Religion: Uniformity, Static in time and space, Exist in Isolation from cultural context</i> https://youtu.be/U-YQXRrNo70 • In class film: Judith Butler, <i>Your Behaviour Creates Your Gender</i> https://www.youtube.com/watch?v=Bo7o2LYATDc <p>*Read if you missed this class: “Gender” in <i>Religion: The Basics</i>, Malory Nye, Taylor & Francis 2008, pp. 79-88</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Scott, Joan W. “Gender: A Useful Category of Historical Analysis”. <i>The American Historical Review</i> 91 (5). [Oxford University Press, American Historical Association]: 1053–75. 1983. ○ Sered, Susan Starr., “Gender Ideology” in <i>Priestess, mother, sacred sister: religions dominated by women</i>. New York: Oxford University Press. 1994. ○ Gross, Rita. “Defining Feminist, Religion, and the Study of Religion”
<p>Class 3: Monday Jan 14</p> <p><i>Quizzes begin today. Complete online on CULearn before class begins.</i></p>	<p>GENDER & SEXUALITY IN HINDU TRADITIONS: PART 1: SACRED STORIES</p> <ul style="list-style-type: none"> • How to Write a Critical Film Analysis • In class film clip: Drapadi and Krishna https://youtu.be/6NeDkvGJHGU <p>Read: Hinduism section (follow each of the 11 pages from Evolution of Hinduism to Diaspora) https://rlp.hds.harvard.edu/religions/hinduism</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Manu’s Code of Law, Chapter 9.1-103 http://www.sacred-texts.com/hin/manu/manu09.htm ○ Agha-Jaffar, Tamara. “Sita,” in <i>Women and Goddesses in Myth and Sacred Text</i>, New York: Pearson. 2005. 150-160 <p>Online film: Sita sings the Blues: http://sitasingingtheblues.com/watch.html esp. Sita and Rama excerpt Sita Sings the Blues 37 – 43:30</p> <ul style="list-style-type: none"> ○ Film: Gender in Hinduism Sita Sings the Blues is a musical, animated personal interpretation of the Indian epic the Ramayana. Focus on is the relationship between Sita and Rama, who are gods incarnated as human beings, and even they can't make their marriage work. ○ https://youtu.be/iplGW7MNNml

<p><i>Class 4:</i> <i>Wednesday</i> <i>Jan 16</i></p>	<p>HINDU TRADITIONS: PART 2: MARRIAGE & CHILDBIRTH</p> <p>Read: Jacobson, Doranne. "Golden Handprints and Red Painted Feet: Hindu Childbirth Rituals in Central India" in <i>Unspoken Worlds: Women's Religious Lives</i>, ed Nancy Auer Falk and Rita M. Gross. Belmont, California: Wadsworth, 1989. 59-71</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Holtmann, C. & N. Nason-Clark. "Preparing for Life: Gender, Religiosity and Education Amongst Second Generation Hindus in Canada". <i>Religion and Gender</i>. 2(1), pp.57–79. 2012. DOI: http://doi.org/10.18352/rg.29 ○ Allocco, Amy L. "From Survival to Respect: The Narrative Performances and Ritual Authority of a Female Hindu Healer." <i>Journal of Feminist Studies in Religion</i> 29, no. 1 (2013): 101-117 ○ Joyce Burkhalter Flueckiger, "Samskaras: Transformative Rites of Passage," Chapter 7 in <i>Everyday Hinduism</i>, West Sussex: John Wiley & Sons. 2015. pp. 169-192 ○ McKim Marriott, "Holi: The Feast of Love," in <i>The Life of Hinduism</i>, Hawley and Narayanan, eds., Berkeley: UC Press. 2006. pp. 99-112.
<p><i>Class 5:</i> <i>Monday Jan</i> <i>21</i></p>	<p>HINDU TRADITIONS PART 3: SEXUALITY & TRANSGENDER</p> <ul style="list-style-type: none"> ● In class film: The Hijras of Bangladesh https://youtu.be/lspDHfva6o 10 mins <p>Read: Vanita, Ruth. "Wedding of Two Souls?: Same-Sex Marriage and Hindu Traditions." <i>Journal of Feminist Studies in Religion</i> 20, no. 2 (2004): 119-135.</p> <p><u>Recommended</u></p> <ul style="list-style-type: none"> ○ Read: Namda, Serena. "The Hijars: An Alternative Gender in Indian Culture" in <i>Religion and Sexuality in Cross-Cultural Perspective</i> eds. Stephen Ellington and M. Christian Green. New York: Routledge. 2002. Read 137-147 (full article is 137-163) ○ Film: Frameline Voices: Harsh Beauty 1:46- https://youtu.be/WYIz45Uklns
<p><i>Class 6:</i> <i>Wednesday</i> <i>Jan 23</i></p>	<p>GENDER & SEXUALITY IN INDIGENOUS TRADITIONS IN CANADA</p> <ul style="list-style-type: none"> ● Guest Speaker: Sharon Agnagak, PhD student, Ottawa University ● Pre-contact Inuit traditions ● The Indian Act <p>Read: Kublu, Alexina. "uinigumasuittuq She who never wants to get married," in <i>Interviewing Inuit Elders</i>, ed. Saullu Nakasuk, Hervé Paniaq, Elisapee Ootoova, Pauloosie Angmaalik. Nunavut: Nunavut Arctic College, 1999. 1-15</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Kleist, Makka. "Pre-Christian Inuit Sexuality" in <i>Me Sexy: An Exploration of Native Sex and Sexuality</i>, ed. Drew Hayden Taylor. Vancouver, Toronto, Berkeley: Douglas & McIntyre, 2008. 15-19 ○ G and M Indian Women (Newspaper article from 1984 summarizing gender issues and fight against Indian Act) ○ Bill C-31 (summarizes the gender issues of the Indian Act)

<p>Class 7: Monday Jan 28</p>	<p>GUEST LECTURE: <i>How to write to get a job in government: The Policy Brief</i></p> <ul style="list-style-type: none"> • JENNIFER LOOME, SENIOR POLICY ADVISOR, GLOBAL AND NORTHERN AFFAIRS BUREAU, FISHERIES AND OCEANS CANADA. <i>This class will teach you how to write a policy brief for the Policy Brief Assignments.</i> <p>Read: Cannon, Martin J. "The Regulation of First Nations Sexuality." <i>The Canadian Journal of Native Studies</i> 18, no. 1 (1998): 1-13</p> <p><u>Recommended for policy brief for Canadian government history with Inuit</u> "Canada's Relationship with Inuit: A History of Policy and Program Development." Erik Anderson, INAC, June 2006.</p> <p>The Nunavut Land Claims Agreement</p> <p>Andre Legare, "Nunavut: The Construction of a Regional Collective Identity In the Canadian Arctic," 2002.</p>
<p>Class 8: Wednesday Jan 30</p>	<p>INUIT TRADITIONS: LGBTQ2</p> <ul style="list-style-type: none"> • Guest Speaker: Sharon Agnagak, PhD student Ottawa University • In-class film: Two Soft Things, Two Hard Things (2016) <p>Reading: Cheng, Cliff. "Marginalized Masculinities and Hegemonic Masculinity: An Introduction." <i>The Journal of Men's Studies</i> 7, no. 3 (1999): 295-315.</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Driskill, Quo-Li. "Stolen from our bodies: First Nations Two Spirit/Queers and the Journey to a Sovereign Erotic." <i>Studies in American Indian Literatures</i>, Volume 16, Number 2, Summer 2004, pp. 50-64 ○ Sam McKegney, "Repairing the Circle: A Conversation with Tomson Highway," in <i>Masculindians</i>, edited by Sam McKegney. Winnipeg: University of Manitoba Press, 2014. 21-29 ○ Hernandez-Avila, Ines. "Mediations of the Spirit: Native American Religious Traditions and the Ethics of Representation" in <i>Women's Studies in Religion: A Multicultural Reader</i>, eds. Kate Bagley and Kathleen McIntosh, New Jersey: Pearson, Prentice Hall, 55-63 ○ Rabb, J. Douglas, and Dennis H. McPherson.. "Indigeneity in Canada: Spirituality, the sacred and survival." <i>International Journal of Canadian Studies</i> 23 (2001).
<p>Class 9: Monday Feb 4</p> <p><i>Policy Brief due today in class at 4:05. Late at 4:15.</i></p>	<p>GENDER & SEXUALITY IN BUDDHIST TRADITIONS: PART 1: SACRED STORY & GENDER</p> <ul style="list-style-type: none"> • Buddha and masculinity • Women and early Buddhism <p>Read: <i>Buddhism</i> page (read all 11 pages Buddhism to Global Buddhism) https://rlp.hds.harvard.edu/religions/buddhism</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Powers, John. "Gender and Virtue in Indian Buddhism." <i>Crosscurrents</i> 61, no. 4 (2011): 428-440. ○ Powers, John. "The Ultimate Man," in <i>The Bloomsbury Reader in Religion, Sexuality and Gender</i>, eds. Daniel L. Boisvert, and Carly Daniel-Hughes, London: T&T Clark. 2017. 59-66 (Buddha's body/masculinity)

<p><i>Class 10:</i> Wednesday Feb 6</p>	<p>BUDDHISM PART 2: A MONK’S PERSPECTIVE: GENDER IN A TIBETAN & VIETNAMESE BUDDHIST TEMPLE IN OTTAWA</p> <ul style="list-style-type: none"> • Guest Speaker: Tan Ngo, PhD candidate University of Ottawa, Political Science. <p>Read: Hori, Victor. “How do we study Buddhism in Canada”, in Wild geese: <i>Buddhism in Canada</i>. Soucy, Alexander Duncan, John S. Harding, and Victor Sōgen Hori, Eds. Ithaca, NY;Montreal;: McGill-Queen's University Press. 2010.</p>
<p><i>Class 11:</i> Monday Feb 11</p>	<p>BUDDHISM PART 3: NUNS: HISTORICAL AND FEMINIST PERSPECTIVES</p> <ul style="list-style-type: none"> • Primary Sources discussed in Class: 8 Rules for Bhikkunis: See Chapter 23 for 8 rules and context: http://www.accesstainsight.org/lib/authors/thanissaro/bmc2.pdf • In class film: Daughters Of Dolma: Buddhist Nuns (excerpts) <p>Read: The Ordination of Nuns in Sri Lanka https://rlp.hds.harvard.edu/files/hds-rlp/files/gender_buddhism.pdf</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Gyatso, Janet. 2003. “One plus one makes three: Buddhist gender, monasticism, and the law of the non-excluded middle”. <i>History of Religions</i> 43 (2): 89-115. ○ Sponberg, Alan. “Buddhism,” in Sex & Religion. Eds. Christel Manning and Phil Zuckerman. 41-59
<p><i>Class 12:</i> Wednesday Feb 14</p>	<p>SACRED TEXT AND HISTORICAL CONTEXTS: ADAM AND EVE & ANCIENT UNDERSTANDINGS OF MARRIAGE / SEXUALITY</p> <ul style="list-style-type: none"> • In class film: YHWH Had A Wife? https://www.youtube.com/watch?v=CnLSblivzOM • Wives & Marriage in the Ancient World • In class: Genesis 1-3: Primary Text Workshop: Bring to Class (bible, print, or online) https://www.sefaria.org/Genesis.2?lang=en&aliyot=0 <p>Read: Yalom, Marilyn. “Wives of the Ancient World: Biblical, Greek and Roman Models” in <i>A History of the Wife</i>. New York: Harper Collins, 2001. 1-44. Read 1-16 for biblical (rest of the article is Greek and Roman and is recommended).</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ 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." <i>Religion Compass</i> 6, no. 6 (2012): 298-308. ○ Meyers, Carol L. "Was Ancient Israel a Patriarchal Society?" <i>Journal of Biblical Literature</i> 133, no. 1 (2014): 8-27. ○ Brettler, Marc Zvi. “Creation vs. Creationism: Genesis 1-3 as Myth” in <i>How to Read the Jewish Bible</i>. New York: Oxford University Press, 2007. 37-47
<p>Monday Feb 18, Wednesday Feb 20</p> <p>WINTER BREAK</p>	

<p>Class 13: Monday Feb 25</p> <p>Take Home Midterm Part 2: Film Analysis due in class 4:05 pm. Late at 4:10.</p>	<p>GENDER & SEXUALITY IN JEWISH TRADITIONS: PART 1: GENDER AND THE RABBIS (IN TEXTS AND TODAY)</p> <p>Read: Greenberg, Blu. "Women and Judaism." In <i>Contemporary Jewish Religious Thought: Original Essays on Critical Concepts, Movements and Beliefs</i>, by A. Cohen and P. Mendes-Flohr. New York: 1987. 1039-1051.</p> <p>Recommended:</p> <ul style="list-style-type: none"> ○ <i>Gender Identity and Halakhic Discourse</i> https://jwa.org/encyclopedia/article/gender-identity-in-halakhic-discourse ○ Satlow, Michael L.. "'try to Be a Man": The Rabbinic Construction of Masculinity". <i>The Harvard Theological Review</i> 89 (1). Cambridge University Press: 19–40. 1996. http://www.jstor.org.proxy.library.carleton.ca/stable/1509994. ○ <i>Shomer Negiah the Prohibition on Touching (2 pages)</i> 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) ○ 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 ○ 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
<p>Class 14: Wednesday Feb 27</p>	<p>JUDAISM PART 2: SEXUALITY</p> <p>Read: Greenberg, Steven. "Gayness and God" Tikkun https://www.keshetonline.org/wp-content/uploads/2012/02/Gayness-and-God.pdf (10 pages)</p> <p>AND</p> <p>"Lesbianism" Jewish Women's Archive (3 pages) https://jwa.org/encyclopedia/article/lesbianism</p> <p>Recommended:</p> <ul style="list-style-type: none"> ○ Film: Eyes Wide Open (2010, Doster, 93 minutes) ○ Rabbinical Council of America (Modern Orthodox). 2016 Resolution: Principled and Pastoral Reflections on Sanctity and Sexuality. http://www.rabbis.org/news/article.cfm?id=105883 ○ Jewish Women's Archive: Religious Legal Status of a Virgin https://jwa.org/encyclopedia/article/legal-religious-status-of-virgin ○ Labovitz, Gail. "Consent, Agency and the Semantics of Sexuality in the Babylonian Talmud" 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 http://www.rabbinicalassembly.org/sites/default/files/public/halakhah/teshuvot/20052010/dorff_nevins_reisner_dignity.pdf

<p>Class 15: Monday March 4</p> <p>Last day to meet with professor to do final project</p>	<p>JUDAISM PART 3: RITUAL AND PRACTICE: MENSTRUAL PURITY</p> <p>Reading: Meacham, Tirzeh. Female Purity (Nidah) (gives historical overview from biblical to rabbinic) http://jwa.org/encyclopedia/article/female-purity-niddah (approx. 11 pages)</p> <p>Recommended:</p> <ul style="list-style-type: none"> ○ “Menstruation and Family Purity” (read first for general overview of practice) ○ http://www.myjewishlearning.com/article/menstruation-and-family-purity-taharat-ha-mishpacha/ ○ Biale, Rachel. “Nidah”, in <i>Women and Jewish Law</i>. New York: Schocken Books. 1984. ○ Zimmerman, “Nidah in Email Questions”, in <i>Gender Relationships in Marriage and Out, Rivkah Blau, Ed.</i> New York: Yeshiva University Press. 2004.
<p>Class 16: Wednesday March 6</p>	<p>CHRISTIANITY AND GENDER AND SEXUALITY: PART 1: THE EARLY CHRISTIAN CHURCH</p> <p>Read: <i>Women in the Early Christian Church</i> https://www.pbs.org/wqbh/pages/frontline/shows/religion/first/women.html</p> <p>Recommended:</p> <ul style="list-style-type: none"> ○ Jordan, Mark D. “The Passions of St. Pelagius” in <i>The Bloomsbury Reader in Religion, Sexuality and Gender</i>, eds. Daniel L. Boisvert, and Carly Daniel-Hughes, London: T&T Clark. 2017. 159-167 ○ Castelli “Paul on Women and Gender” in <i>Women and Christian Origins</i>, eds. Kraemer & D’Angelo, Oxford University Press 1999; 227-235 ○ Brooten, Bernadette. “How Natural is Nature? Augustine’s Sexual Ethics” http://www.brandeis.edu/projects/fse/christianity/docs/christianity/chris-articles/aug-brooten.pdf ○ <i>Primary source: Perpetua and Felicity.</i> http://www.pbs.org/wqbh/pages/frontline/shows/religion/maps/primary/perpetua.html ○ <i>Primary Source: Gospel of Mary.</i> http://www.pbs.org/wqbh/pages/frontline/shows/religion/maps/primary/mary.html
<p>Class 17: Monday March 11</p>	<p>In class film: Purity 105 mins</p>
<p>Class 18: Wednesday March 13</p>	<p>In class film: “Daddy, I Do” 90 min (Purity Movement Christianity)</p>

<p>Class 19: Monday March 18</p> <p>Final term project: Rough draft with 2/3 content completed. Send link tonight by midnight to professor by email.</p>	<p>CHRISTIANITY PART 2: VIRGINITY: HISTORICAL AND CONTEMPORARY</p> <p>Read: Fahs, Breanne. "Daddy's Little Girls: On the Perils of Chastity Clubs, Purity Balls, and Ritualized Abstinence." <i>Frontiers: A Journal of Women Studies</i> 31, no. 3 (2010): 116-142.</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Miller, Jennifer. "Queering the Virgin: Evangelical World-Making and the Heterosexual Crisis." <i>European Journal of American Studies</i> 11, no. 3 (2017). ○ Gish, Elizabeth. "Producing High Priests and Princesses: The Father-Daughter Relationship in the Christian Sexual Purity Movement." <i>Religions</i> 7, no. 3 (2016): 33.
<p>Class 20: Wednesday March 20</p>	<p>CHRISTIANITY PART 3: LGBTQ ISSUES</p> <p>Read: Case Study: Christianity: Sexuality and the United Methodists https://rlp.hds.harvard.edu/files/hds-rlp/files/gender_christianity_0.pdf</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Brooten, Bernadette. The Bible and Love Between Women. http://www.brandeis.edu/projects/fse/christianity/docs/christianity/chris-essays/chris-ess-brooten.pdf ○ Boisvert, Donald. What Kind of Man Are You? Same-Sex Relations, Masculinity and Anglican Queer Malaise. <i>Studies in religion</i>. (42)2. p.226. 2013.
<p>Class 21 Monday March 25</p>	<p>GENDER AND SEXUALITY IN ISLAM: PART 1: EARLY ISLAM AND CLASSICAL SOURCES</p> <ul style="list-style-type: none"> ● In class film: Introduction to Islam film https://www.youtube.com/watch?v=Qtz4NGzpOco ● Primary Sources discussed in class: Selections from the Qu'ran http://www.muhababah.com/womenquran.htm <p>Read: Clarke, L. "Women in Islam", in Anderson, Leona M., and Pamela Dickey Young. <i>Women & Religious Traditions</i>. Don Mills, Ont: Oxford University Press, 2010. 213-234</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Ahmed, Leila. "Women and the Rise of Islam," in <i>Women and gender in Islam historical roots of a modern debate</i>. Philadelphia: University of Pennsylvania Pr. 2011 41-63

<p>Class 22 Wednesday March 27</p> <p>Final Portfolio: Policy Brief and Film Analysis due today in class 4:05 pm late at 4:15</p>	<p>ISLAM PART 2: GENDER IN CONTEMPORARY CONTEXTS</p> <ul style="list-style-type: none"> In class film: <i>Under one sky: Arab women in North America talk about the hijab</i> 40 minutes <p>Read: Ali, Kecia. "Rethinking Women's Issues in Muslim Communities," (6 pages) http://www.brandeis.edu/projects/fse/muslim/articles.html</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Samuel, Geoffrey. 2011. "Islamic Piety and Masculinity." <i>Contemporary Islam</i> 5 (3): 309-322. doi:10.1007/s11562-011-0163-x. http://resolver.scholarsportal.info/resolve/18720218/v05i0003/309_ipam.
<p>Class 23 Monday April 1</p>	<p>ISLAM PART 3: SEXUALITY & DIVERSITY</p> <ul style="list-style-type: none"> <i>Guest speaker: TBD</i> <p>Read: Clarke, L. "Women in Islam", in Anderson, Leona M., and Pamela Dickey Young. <i>Women & Religious Traditions</i>. Don Mills, Ont: Oxford University Press, 2010. 234-245</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Sanders, Paula. "Gendering the Ungendered Body: Hermaphrodites in Medieval Islamic Law", in <i>The Bloomsbury Reader in Religion, Sexuality and Gender</i>, eds. Daniel L. Boisvert, and Carly Daniel-Hughes, London: T&T Clark. 2017. 77-86 <i>Muslim Sexual Ethics Project (Brandeis)</i> http://www.brandeis.edu/projects/fse/muslim/index.html Kugle, Scott Siraj Al-Haqq. "Sexuality, Diversity and Ethics in the Agenda of Progressive Muslims" in <i>Progressive Muslims</i>. One World Publication, 2003.

<p>Class 24 Wednesday April 3</p>	<p>SEXUALITY, GENDER AND TRANSGENDER IN WICCA / PAGANISM:</p> <ul style="list-style-type: none"> • Guest speaker: Professor Kim Stratton • Paganism / Wicca • In class film: Documentary on Wicca in Britain and Gerald Gardner (midterm film #1) https://youtu.be/QQbdXCoxC14 (27 minutes) • Modern paganism, new religious movements, pilgrimage • In class film: Modern Paganism and Modern Pilgrimage in Salem Mass. (4:02 mins) https://www.youtube.com/watch?v=LHsn7M1mk2M <p>Read one: Kraemer, Christine Hoff. "Gender and Sexuality in Contemporary Paganism." <i>Religion Compass</i> 6, no. 8 (2012): 390-401.</p> <p>OR Lepage, Martin. "Queerness and Transgender Identity: Negotiations in the Pagan Community of Montreal." <i>Studies in Religion/Sciences Religieuses</i> 46, no. 4 (2017): 601-619.</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ○ Anderson, Leona M. and Pamela Dickey Young. "Women in Western Spirituality Movements" in <i>Women and Religious Traditions</i>, eds. Leona M. Anderson and Pamela Dickey Young. Third Edition. Don Mills: Oxford University Press. 2015. 294-320 ○ Christ, Carol P. "Why Women Need the Goddess." <i>Heresies</i> no. 5 (1978): 8. ○ Christ, Carol P. "Why Women, Men and Other Living Things Still Need the Goddess: Remembering and Reflecting 35 Years Later." <i>Feminist Theology</i> 20, no. 3 (2012): 242-255. <p>Eller, Cynthia. "Divine Objectification: The Representation of Goddesses and Women in Feminist Spirituality." <i>Journal of Feminist Studies in Religion</i> 16, no. 1 (2000): 23-44.</p>
<p>Class 25 Monday April 6</p> <p><i>In-class presentations of Final Term Projects</i></p>	<p>TBD depending on how many students sign up for presentations of final project:</p> <p>Workshop: Feminism and Religion</p> <ul style="list-style-type: none"> • bell hooks, "Understanding Patriarchy," chapter 2 of <i>The Will to Change: Men, Masculinity and Love</i> (New York: Simon and Schuster, 2004), • King, Ursula. "Christianity and Feminism: Do they Need each Other?" <i>International Journal for the Study of the Christian Church</i> 4, no. 3 (2004): 194-206. • Sugirtharajah, Sharada. "Hinduism and feminism: some concerns." <i>Journal of Feminist Studies in Religion</i> 18.2 (2002): 97-104. • Rachel Adler, "The Jew Who Wasn't There"
<p>Class 26 Wednesday April 8 last class</p> <p><i>Final Portfolio: Primary Source Journal due today in class 4:05 pm late at 4:15</i></p> <p><i>In-class presentations of Final Term Projects</i></p> <p>Final project presentations</p> <p>6 slots available</p>	
<p>Critical feedback to in class content April 6-8 : 1-2 pages 4% due April 9 (online by midnight)</p>	



University Regulations for All Humanities Courses

Copies of Written Work Submitted

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

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.](#)