

**COLLEGE OF THE HUMANITIES
RELIGION PROGRAM: RELI 2535****GENDER & RELIGION****Instructor:** Shawna Dolansky**E-mail:** Shawna.Dolansky@carleton.ca**Office hours:** Tu/Th 10:15-11:15am (or by appointment), Paterson 2a60 **Office Phone:** 520-2600 ext. 7029**Course Description:**

This course examines the mutual impact of gender and religion on the construction of social identities by offering an historical overview of religious traditions from the perspective of gender analysis. We begin in the ancient world to understand the emergence of the Bible, and its gender constructions, as products of that world. The origins of Judaism, Christianity, and Islam from differing interpretations of the Bible also occur in particular historical, cultural, social, and political contexts. These contexts, and their constructions of gender, mutually interact with the biblical text and later scriptures and commentaries in ways that maintain and also change aspects of gendered religious ideals. In the 19th and 20th centuries, various waves of feminism originate within, challenge, and re-define religion and discussions of agency, oppression, and power – as well as concepts of masculinity and femininity – in Judaism, Christianity, Islam, and also in the creation and promotion of new religious movements. We conclude with a discussion of the pervasiveness of religion-based gender categories in modern “secular” culture, and the ways in which a modern culture that understands itself as secular negotiates questions of religion and gender.

NOTE: As with any course that pursues the academic study of religion, we examine all texts and contexts from a **secular, scholarly perspective**. The nature of the material is theological, but our task as scholars is to view it academically, to discuss it without being attached to any particular theological interpretation, and yet to respect the fact that the theological interpretations and the beliefs they entail are of great importance to many.

Course Objectives:

In this course, students will learn:

- How academics think, present, and research scholarly information on theological and religious topics;
- How gender works as a category of analysis in the study of religion;
- How to engage critically with both primary and secondary texts;
- To perceive threads in the history of ideas about gender that are common among certain religions, as well as the ways in which they differ by religion, culture, society, and time period;
- How social identities are informed by religious ideas and produced in an interplay among biology, sexuality, politics, and culture;
- How religious identities are informed by social identities and time-bound perceptions of political realities;
- An historical overview of the formation of certain religions, from their origins to the present day;
- To think about gender analysis as an academic activity separate from politicized or activist liberation movements such as feminism, even as there is an intrinsic mutual relationship within which each draws on insights from the other.

Readings:

- There are no textbooks required for this class. All readings are either available via the urls on this course outline, or are posted on CULearn.
- All readings are required to be completed in advance of the course date on which they are listed. Quizzes (detailed below) will be based on readings up to and including those due on the date the quiz takes place.

Evaluation:

1. 11 short weekly quizzes on the readings worth 5% each = 55%
 - Quizzes will be based mostly on reading material with the odd question thrown in from lecture. They will be “open-book” (paper only: no electronic resources permitted) unless indicated otherwise by me,

in advance. The purpose of the quizzes is to make sure you're keeping up with the reading and attending* class. If you're doing neither regularly, you will not do well in this course.

- Quizzes are given at the beginning of the class for which they are scheduled and will last 15 minutes. There will be no make-up quizzes; if you are late or absent, you will lose the 5% for that week. In the case of a medical or family emergency for which you have documentation, we can make alternate arrangements for that 5% if you bring the documentation to my attention asap.
2. 3 film reviews as noted on schedule below, worth 7%, 8%, and 10% respectively = 25%
 - These will be based on films we watch in class. You will take notes while you watch the film, and then subsequently write them up in a 1 page review. Your review should show that you watched the film and thought about the ways in which religion and gender interact and reinforce each other in the particular community being portrayed. The first two film reviews will be written at home after the film is viewed in class, and handed in at the beginning of the next class; late reviews will not be accepted. The third will be written in class after viewing the film and handed in at the end of class that day.
 3. Final take-home exam, 8-10 pages, worth 20%
 - The final exam will be a cumulative reflection on the core issues raised by this course. Readings that approach these core issues from several perspectives will be assigned for your critical reflection and discussion.

*By "attending," I don't just mean being physically present. Those of you who text, tweet, facebook, shopify, etc. during class are not *attending*, and may as well stay home – you are not absorbing lecture material by osmosis, and you are distracting your fellow classmates. As I do not take attendance in this class, you have nothing to gain by showing up if you don't plan on attending.

Schedule:

Tu Jan 9 – Introduction to the Course

Th Jan 11 – The Study of Religion

"Religion: Some Basics" in *Religion: The Basics*, Malory Nye, Taylor & Francis 2008, pp. 1-22 (on CuLearn).

Tu Jan 16 – The Study of Gender

"Gender" in *Religion: The Basics*, Malory Nye, Taylor & Francis 2008, pp. 79-88.

Th Jan 18 – In the Beginning... Religion and Gender in the Ancient World

Ilona Zsolnay "Analyzing Constructs" (pp. 1-15, and 21-23 – on CuLearn); AND

http://www.metmuseum.org/toah/hd/epic/hd_epic.htm

Quiz 1

Tu Jan 23 – Ancient Israel & The Hebrew Bible

http://www.metmuseum.org/toah/hd/cana/hd_cana.htm AND

Genesis 1 (biblegateway.com, choose NRSV translation in dropdown menu); AND

"Women's Status" in Friedman & Dolansky, *The Bible Now*, Oxford University Press, 2011, pp. 77-98

Th Jan 25 – Gender, Status, & Law in Ancient Israel

Friedman & Dolansky, *The Bible Now* pp. 98-125

Quiz 2

Tu Jan 30 – Biblical Masculinities

Hilary Lipka, "Shaved Beards and Bared Buttocks: Shame and the Undermining of Masculine Performance in Biblical Texts," pp. 176-197 in *Being a Man: Negotiating Ancient Constructs of Masculinity*.

Th Feb 1 – Sex & Gender in Ancient Greece & Rome

M. Johnson, "Introduction" in *Sexuality in Greek & Roman Literature and Society: A Sourcebook* (Routledge, 2005) pp. 1-9 only.

Quiz 3

Tu Feb 6 – Gender in Ancient Mediterranean Religions

Kraemer "Gender" in *The Cambridge Companion to Ancient Mediterranean Religions*, pp. 281-303

Th Feb 8 – Rabbinic Judaism

<https://www.myjewishlearning.com/article/ancient-judaism-101/>

<https://www.myjewishlearning.com/article/talmud-101/>

<https://www.myjewishlearning.com/article/women-in-rabbinic-literature/>

Quiz 4

Tu Feb 13 – Judaism & Gender

<https://www.myjewishlearning.com/article/the-jewish-denominations/>

<https://www.myjewishlearning.com/article/gender-feminism-101/>

<https://www.myjewishlearning.com/article/lilith-lady-flying-in-darkness/>

<https://www.myjewishlearning.com/article/engendering-judaism/>

<https://www.myjewishlearning.com/article/halakha-and-feminism/>

Th Feb 15 – Agency & Choice

In class film: The Return of Sarah's Daughters (55 min)

Quiz 5

Tu Feb 20 – READING WEEK**Th Feb 22 – READING WEEK****Tu Feb 27 – The Origins of Christianity**

On Biblegateway.com, NRSV translation – Matthew 1-7; AND

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

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/first/roles.html>

Due – film review – The Return of Sarah's Daughters

Th Mar 1 – Gender in Early Christian Thought

Biblegateway.com, NRSV translation – Galatians 1-3; Romans 1-3; 1 Corinthians 7 & 14; 1 Timothy 2; AND E. Castelli "Paul on Women and Gender" in *Women and Christian Origins*, eds. Kraemer & D'Angelo, Oxford University Press 1999; *read pp. 227-235 only; AND

<http://witcombe.sbc.edu/davincicode/original-sin.html>

Quiz 6

Tu Mar 6 – Mariology & Medieval Christian Constructions of Gender

R. R. Ruether, *Goddesses and the Divine Feminine: A Western Religious History*, pp. 164-172

Th Mar 8 – Gender in the Catholic/Protestant Divide

Kvam, Scheuring, & Ziegler, *Eve & Adam: Jewish, Christian, and Muslim Readings on Genesis and Gender*, pp. 249-260

Quiz 7

Tu Mar 13 – Christian Constructions of Gender Today

Nye, *Religion: The Basics* pp. 88-92; AND

"Introduction" in Amy DeRogatis, *Saving Sex: Sexuality and Salvation in American Evangelicalism*, Oxford University Press, 2014

Th Mar 15 – film – Hell House

Quiz 8

Tu Mar 20– Muhammad and the Qur’an

L. Clarke “Women in Islam” pp. 187-204 in *Women and Religious Traditions* eds. Anderson and Dickey Young, Oxford University Press 2004

Due: Film review – constructions of gender in Hell House community

Th Mar 22 – Gender & Islam

Clarke continued, pp. 204-215

Quiz 9

Tu Mar 27– Film: Under One Sky (43 min)

Nye 92-103

In class film review/reflection write-up

Th Mar 29 - Gender in Ancient India

Anderson in *Women and Religious Traditions*, pp. 1-16.

Quiz 10

Tu Apr 3 - Gender in Hindu Traditions

Anderson, pp. 16-40

Th Apr 5 – New Age Traditions

Leona Anderson & Pamela Dickey Young, “Women in New Age Traditions” in *Women and Religious Traditions*, pp. 218-243.

Quiz 11

Tu Apr 10 – Gender, Religion, and Human Rights: Discussion in preparation for final exam

Ayelet Shachar, “Squaring the Circle of Multiculturalism? Religious Freedom and Gender Equality in Canada,” *Law and Ethics of Human Rights* 2016: 10(1): 31-69. - (read pp. 54-69 only, sections “troubles in paradise” and “educational interludes”); AND

<http://www.universityaffairs.ca/opinion/in-my-opinion/religion-is-a-human-right/>



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 on <https://carleton.ca/registrar/academic-integrity/#AIatCU>.

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).

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 Chart](#)

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 Exams

Students who do not write/attend a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination.

1. be made in writing 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](#).

The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance.

More information can be found [in the calendar](#).

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

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA.

NEW FALL 2017: WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term. Students may withdraw on or before the last day of classes.

Dates can be found here: <http://calendar.carleton.ca/academicyear/>

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 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](#)