

Women and Religion Spring 2016

REL3938, Section 037E/WST3930, Section 1D46

M 8-9/W 9

Office Hours: Monday 2-3; Wednesday 11:30-12:30, 3-4

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Course Description

Women and Religion explores the lives of women in multiple religious traditions, including Judaism, Hinduism, Christianity, Islam, and Buddhism. Using memoirs, science fiction, and ethnographic accounts, among other things, we will consider how women understand their role in their own traditions and how women work within their traditions in response to contemporary social contexts. The class begins with readings that situate Women and Religion within larger academic and social conversations so that we have the tools to discuss a range of issues, including gender, authority, reflexivity, and sustainability.

Course Requirements and Assignments

All assignment must be completed to pass the course.

1. Attendance and participation in class discussions and activities, including timely and close reading of all assigned texts, is required. (5% of final grade).

2. **Group project:** Students will develop collaborative projects that demonstrate some aspect of women's religious experience. This project gives students the opportunity to explore topics of interest, e.g., food, the body, ritual practice in more detail. More detailed information will be provided early in the semester. (15% of grade).

3. Essays (30%)

Two individual essays (4-5 double-spaced pages, 1000 words each). The first draft should both be submitted to Canvas **AND** brought to class for feedback and discussion. First draft – 3 points; final version – 12 points.* Each essay will be worth 15% (or 15 points) of your final grade (30% total).

The first paper will focus on *Miriam's Kitchen* and *Politics of Piety*; and the second paper will explore the relationship between gender, nature, and new religious movements.

4. **First Hour Exam** (25% of grade).

5. **Second Hour Exam** (25% of grade).

This exam will integrate readings and material, focusing on the second half of the semester.

*Consistent with the standards of the University Writing Requirement, the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization. (See below for grading rubric)

University Writing Requirement (formerly known as the Gordon Rule) –

This course counts for University Writing Rule 2 credit (2000 words).

The University Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive writing credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

The instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization. Students will receive a grade and corrections on their work. Students will be graded according to the following rubric:

Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

Grade Corrections Drafts Other

2.) Will a published rubric be used? Yes (see below)

Grading Policies and Scale

Full information about UF's grading policy, including credit for major, minor, General Education, and other requirements, is available at this website:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

The grade scale for this course is as follows:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
E	Below 60

Please note that a C- is not a qualifying grade for major, minor, General Education, Gordon Rule, or College Basic distribution credit. To achieve such credit you must achieve a C or better in this class. <http://www.isis.ufl.edu/minusgrades.html>

POLICIES AND RULES

Late or Make-Up Assignments

You may take an exam early or receive an extension on an exam or essay assignment only in extraordinary circumstances and with prior approval from the instructor. If an extension is not granted, the assignment will be marked down ½ grade (e.g., from B+ to B) for each day late.

Attendance and Participation

Class attendance is required. Poor attendance will harm your course grade. Students should arrive on time and prepared to discuss the day's readings.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Common Courtesy

Cell phones and other electronic devices must be turned off during class. Students who receive or make calls during class will be asked to leave. You may take notes on a laptop computer, although the instructor reserves the right to ask you to turn off the computer if circumstances warrant. The instructor also reserves the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class.

Conferences

Students are encouraged to meet with the instructor during office hours or by appointment.

Accommodation for Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing

appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling Resources

Resources available on-campus for students include the following:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Online Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Readings

Required books:

Brown, Sid. 2001. *The journey of one Buddhist nun: even against the wind*. Albany: State University of New York Press.

Butler, Octavia E. 1993. *Parable of the sower*. New York: Four Walls Eight Windows.

Ehrlich, Elizabeth. 1997. *Miriam's kitchen: a memoir*. New York, N.Y., U.S.A.: Viking.

Readings and Assignments

January 6	Introduction
January 11	Inviting Questions: What are we talking about when we talk about “women” and “religion?”
January 13	Essentialism and Nature

Elizabeth A. Castelli, “Women, Gender, Religion: Troubling Categories and Transforming Knowledge”
Miriam Peskowitz, “What’s in a Name?: Exploring the Dimensions of What ‘Feminist Studies in Religion’ Means”

January 18 No Class-MLK Day

January 20 Carol P. Christ, “Weaving the Fabric of Our Lives”
Miriam Peskowitz, “Unweaving: A Response to Carol P. Christ;”

Choosing Piety
January 25 Ehrlich, *Miriam’s Kitchen*

January 27 Ehrlich, *Miriam’s Kitchen*

February 1 Mahmood, “*Topography of the Piety Movement*”

February 3 Droogsma, “Redefining Hijab: American Muslim Women's Standpoints on Veiling”

February 8 Brown, *Journey of One Buddhist Nun*
First draft of Response paper #1 due – bring a hard copy to class

February 10 Brown, *Journey of One Buddhist Nun*

February 15 *Babette’s Feast*
Final draft of Response paper #1 due

February 17 Wright, Wendy. “Babette's Feast: A Religious Film” *Journal of Religion and Film* 1, no. 2 (1997).

***** Attend one session of “Imagining Climate Change: Science & Fiction in Dialogue” or a film in Cinema Verde*** Feb. 17-18, 2016**

February 22 Film credit day

February 24 **Test #1**

February 29 No class—Spring Break

March 2 No class—Spring Break

Nature, Gender, and New Religious Movements

March 7	Butler, <i>Parable of the Sower</i>
March 9	Butler, <i>Parable of the Sower</i>
March 14	TBA-- Digital Humanities
March 16	Ruether, "Econfeminism—The Challenge to Theology"
March 21	Taylor, "Saving Seed" Draft of Response paper #2 due
March 23	Jumper, "The Corn Lady"
March 28	Turcotte, "For This is an Enchanted Land" Final draft of Response paper #2 due
March 30	Rawlings, "Hyacinth Drift"
April 4	Narayanan, "One Tree is Equal to Ten Sons"
April 6	
April 11	Test #2
April 13	Project Discussion and Workday
April 18	Project Presentations
April 20	Project Presentations/Conclusions

Writing Assignments Rubric

	Excellent	Good	Average	Poor
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INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
SOURCES	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books.	5 current sources, of which at least 2 are peer-review journal articles or	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed

	Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	scholarly books. All web sites utilized are authoritative.	journal articles or scholarly books. All web sites utilized are credible.	journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS	Cites all data obtained from other sources. CMS/MLA citation style is used in both text and bibliography.	Cites most data obtained from other sources. CMS/MLA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml