PHIL 3110 – Religion, Gender, & Sexuality – Fall 2024
Tuesdays & Thursdays

Instructor Information:
Karen deVries, Ph.D.
kdevries@uccs.edu

I typically respond to emails on weekdays, within 24 hours of receipt.

In-person office hours, Columbine 4056
  Tuesdays, 2:00-3:30pm

We can also arrange virtual or in-person meetings at other times. Email me.

Welcome to PHIL 3110 – Religion, Gender, and Sexuality. This course uses feminist theories as analytical methods for understanding power, authority, and identity in traditions that have been broadly accepted as "religious." In the first part of the course, we will pay particular attention to themes of body, desire, and performance. In the second part of the class, we will take more time reading key texts that delve more extensively into issues related to specific traditions.

This year we are focusing in particular on: women in Buddhist traditions; a social justice collective's understanding of "radical dharma," the issue of translation, particularly vis-à-vis the *Tao Te Ching*; the histories and controversies surrounding the veil in Islam; and revisionist history of the last 75 years of white Christian evangelicalism in the United States. This course is cross-listed with Women's and Ethnic Studies.

COURSE LEARNING OBJECTIVES

This course meets the **UCCS Compass general education requirement for "Inclusiveness,"** which helps students learn about:
- The dynamics and systemic and historical aspects of inclusion and exclusion
- Ways that inclusivity (and exclusivity) are generated at local, national, and global levels

This course meets the **UCCS Compass Requirement for Explore: Arts, Cultures, and Humanities**, which helps students learn about:
- Specific methods of producing and discussing knowledge.
- Connections between this area of study and other disciplines.
- Thinking critically and creatively at the level required of a university student.
- Core ethical principles and responsible research methods of this discipline.

In this course, students will:
- Develop facility navigating major issues and theoretical approaches related to feminist theories, power, authority, identity, and analyses of religion.
- Demonstrate an understanding of the ways these issues and approaches are important forms of knowledge or epistemologies.
- Develop understanding of relevant tradition-specific topics concerning women and religion.
- Apply insights from the course both to academic scholarship and to your lives.
- Plan and lead class discussions.
- Participate in collaborative teaching and learning.
- Gather and critically analyze and evaluate information within relevant disciplinary contexts
- Apply and integrate knowledge from a range of disciplines, including interdisciplinary or cross-disciplinary research
- Communicate through reading and/or writing to receive, comprehend, and convey information.
- Demonstrate the core ethical principles and responsible methods of their discipline
- Articulate origins, influences, and impacts of inclusion and exclusion within societies.
- Apply and integrate knowledge from a range of disciplines, including interdisciplinary or cross-disciplinary research.

REQUIRED TEXTS and ACCESS
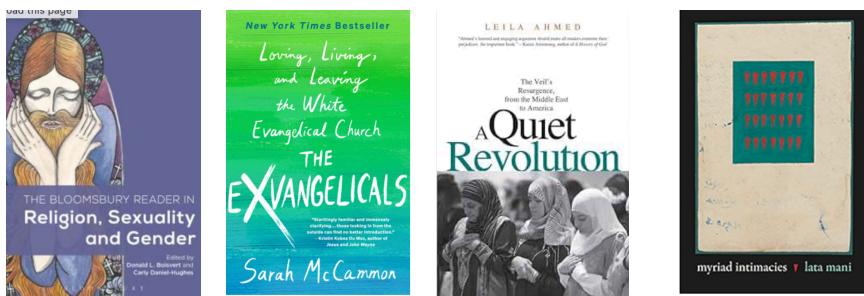
(1) *The Bloomsbury Reader in Religion, Sexuality, and Gender*. Eds. Boisvert and Daniel-Hughes. Bloomsbury Academic Press, 2016.
(2) *The Exvangelicals: Loving, Living, and Leaving the White Evangelical* Church. Sarah McCammon St. Martin's Press, 2024.
(3) *A Quiet Revolution: The Veil's Resurgence from the Middle East to America*. Leila Ahmed. Yale University Press, 2012.
(4) *Myriad Intimacies.* Lata Mani. Duke University Press, 2022.
(5) Additional material available via Canvas.

Textbook Affordability and Accessibility Program (TAAP)

For the two required texts, *The Moral Life* and *The Sunflower,* course materials are available through TAAP (Textbook Affordability and Access Program). Log into your portal through uccs.textbookx.com, where you can review your personal value sheet (PVS) to see if TAAP benefits you. You have the option to "TAAP out" if the program does not fit your needs. **TAAP Materials Pick-up:** Course materials can be picked up at the Campus Store unless you opted for a home delivery.

For more information:
- [Textbook Affordability and Access Program | UCCS](#)
- [University of Colorado Colorado Springs Online Bookstore (textbookx.com)](#)

For help troubleshooting backordered items, TAAPing out, deadlines, returns, etc. Email: shop@uccs.edu

To access your e-textbooks in Canvas.
- On the left side of the course home page, locate and click on the **Vital Source Course Materials** link.
- You will need to access the content via Canvas using the **Chrome browser**. Safari does not yet work with this program's content
- If you prefer to buy your own copy of the books, you will have until the *opt out* date (listed in the Vital Source content) to discontinue use and not incur the cost.
- For issues and inquiries regarding VitalSource eBooks & Day One Access you can reach a technical specialist 24/6/365 via chat, text, email, and phone https://support.vitalsource.com/hc/en-us/requests/new 1-855-200-4146.
- If you have any questions that the technical specialist is unable to answer, contact the bookstore at 719-255-3846.

EVALUATION and ASSIGNMENTS

Grade Breakdown

20%   Attendance and participation
20%   Facilitate 1 discussion
20%   TPQs
20%   Midterm
20%   Final

Grading Scale

A	100-95
A-	94-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D	60-69
F	60-0

For your final grade, I round up to the nearest tenth of a percent. If you finish with an 89.5, that is rounded up to an A-, but if you finish with an 89.499999999999, that is still a B+

Attendance and Participation (20% of grade)

Participation is a major component of this class, but how you participate is largely up to you. Attendance, in-class discussions, group discussions, contributions to Canvas discussions, and correspondence with me will all be factored into your participation grade. Attendance is a major component of your participation grade. If you're not in class, you can't participate.

Weekly TPQ Memos : Two Points and a Question (20% of grade)

Most weeks, you will submit a discussion note containing two points and a question from the readings. The memo has two purposes: first, to give you a formal opportunity to reflect on the readings in a connective or synthetic way and second, to serve as a starting place for class discussions. The memos – and the class as a whole – will require you to read carefully, looking up terms you do not understand, and keeping notes as you read. Once you have completed a week's reading, ask yourself:

Which ideas or themes are most important, controversial, enlightening, difficult to understand, provocative? What are the disagreements or debates in this set of readings? How do these readings connect/disconnect to other texts we have read? And finally, what do you think about these arguments, concepts and analyses?

Submit your TPQs to the Assignments area of Canvas each week by **11:59pm on Wednesday nights**.

Facilitating Class Discussions (20% of grade)

Each student will be responsible for leading class discussion (about a 45-minute discussion period) once a semester. I will put out a sign-up sheet during the first two weeks of the semester, and, depending on our numbers, students may be part of a small group of discussion leaders. This involves formulating directions for and facilitation of class discussion. Discussion leaders are not expected to be the "expert" on the subject, but rather to engage the class in dynamic conversation drawing on the readings of the day. I am available by appointment (please be sure to plan ahead!) for conversation as you make your preparations for leading the class. Evaluation will be based on quality of preparation, organization, incorporation of readings, and collaborative discussion (remember, this is not intended to be a lecture or presentation). During the week that you present, you are exempt from the weekly TPQ memo.

Midterm Paper (20% of grade) and Final Paper (20% of grade)

For your midterm paper, I will give you a prompt that will address material from the first half of the semester. For your final paper, I will give you a prompt that will address the last half of the semester. Both of these papers will have a 6-8 pages length requirement.

Both papers will require you to have developed and to demonstrate your critical thinking skills about the materials we've covered. They will not require outside research or reading beyond the weekly assignments.

Writing is a skill that not only enables good communication but also helps to organize your thoughts. Thinking and writing are both lifelong disciplines that can always be improved. UCCS's Writing Center has great resources to help you with your papers and with your overall writing skills. The sooner you get in touch with them, the better.

Absences and Late Work. Absences for illness, or the serious illness or death of an immediate family member may be excused with the appropriate documentation, e.g. a doctor's note, or with my advance approval. Please talk to me as soon as practicably possible if you know that you will be missing a class. Late assignments will be accepted without deduction only on *sufficient prior* arrangement with me.

AI/ChatGPT POLICY

Anything generated by AI can be considered to have been plagiarized. Given that anything generated by AI has been culled from the web and restated or recreated without attribution (and sometimes even with false attribution), that content can be considered plagiarized.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). To stay within university policies on academic honesty, your use of AI tools must be properly documented and cited, using quotation marks or other appropriate indicators of quoted material when appropriate,

Acceptable uses of AI
The use of generative AI tools is permitted in this course for the following activities:
- Brainstorming and refining your ideas
- Drafting an outline to organize your thoughts
- Checking grammar and style

The use of generative AI tools is NOT permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board replies or content that you put into a Teams or Zoom chat
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

TECHNOLOGY REQUIREMENTS

Students are expected to have access to a working computer and the internet during the course. Minimal technical skills required include the ability to:
- use Canvas, UCCS's learning management system,
- use emails (and sometimes with attachments) to communicate with instructor,
- create and submit files in .doc, .docx, and .pdf formats
- copy and paste assignment questions, and
- download and install software.

SYLLABUS CHANGES

I reserve the right to make changes to this syllabus as appropriate. Should this happen, I will inform you as soon as possible.

ADDITIONAL UCCS POLICIES and RESOURCES

Academic Advising
UCCS Academic advising offers advising for degree programs and an opportunity to ask questions about all things regarding your academic career. See https://advising.uccs.edu/.

Excel Centers
The Excel Centers (Languages, Mathematics, Multiliteracy, and Science) provide students with academic support both in-person and remotely. All Excel Centers offer online service appointments. Visit the Excel Support webpage: https://excel.uccs.edu/.

Technology Help
UCCS Help Desk – 719-255-3536. See also https://oit.uccs.edu/get-help.
For Canvas issues, use the Help link at the bottom of the global navigation in the Canvas course (black nav bar at the far left of the window). You can also call the Canvas Support Hotline at 844-802-9230. Or access Canvas's Support via Live Chat at https://uccs.edu/lms/.

Disabilities Services
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Veteran and Military Affairs
If you are a military student with the potential of being called to military service or training during the semester, you are encouraged to contact your UCCS course instructor no later than the first week of class to discuss the class attendance policy. Please see the Veteran and Military Affairs website for more information.

Recording Classes
Students are prohibited from making audio or video recording of any class activity conducted in person or online unless (1) I have given you explicit permission or (2) the student has provided the instructor with a Faculty Accommodation Letter from Disability Services. These letters must be presented to the instructor prior to any recording done and recording should be reserved for that individual's educational use only. Students who are permitted to record are prohibited from distributing recordings without consent. Distribution without consent will be forwarded to the Dean of Students for consideration under the student code of conduct. Recording class activity without consent is a violation of instructor and student right to privacy, copyright, and intellectual property.

ADDITIONAL UCCS POLICIES and RESOURCES cont.

Student Code of Conduct
UCCS expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information, see UCCS's Student Conduct Code at: https://www.uccs.edu/dos/student-conduct

Mental Health & Wellbeing
Mental health challenges can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. If you are unsure if you need assistance, free online mental health screenings can be found here.

If you are experiencing a mental health emergency (*i.e.*, you do not feel physically safe), please immediately contact one of the resources listed below:
- **Call UCCS Public Safety at 719-255-3111, call or text the National Suicide & Crisis Lifeline at 988, call 911, or go to the nearest emergency room.**

Remember, we care about your wellbeing, so if you are struggling (even if this is *not* an emergency) please reach out for help.

For confidential mental health services, visit the Wellness Center located inside the Gallogly Recreation and Wellness Center. The first 3 visits are free. Phone: 719-255-4444. Hours: Monday–Friday, 8am-5pm. You can also contact Telus Health Student Support for free, confidential 24/7 mental health and wellbeing support through the Telus Health app or visit our free mental health and resilience digital platform. Resource information can be found at 24/7 Mental Health Resources | Gallogly Recreation and Wellness Center.

If you are in need of a community resource, Diversus Health Lighthouse has a Walk-In Crisis Center at 115 S. Parkside Drive, Colorado Springs, CO 80910, Hotline: 844-493-8255, Office: 719-572-6100. Other community resources can be found at Resources in the Colorado Springs Community | Gallogly Recreation and Wellness Center.

Student Educational Records
All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

ADDITIONAL UCCS POLICIES and RESOURCES cont.

Plagiarism

Read the UCCS LAS Plagiarism Policy which you can find at https://las.uccs.edu/plagiarism-policy. Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. All work for this course must be completed by the person submitting it for evaluation.

Anyone found guilty of plagiarism, cheating, forgery, falsification, or other forms of academic dishonesty will FAIL the course. If you have any questions about using and citing sources, you are expected to ask for clarification. You plagiarize, you fail. Seriously. When in doubt, just ask me. I am here to help!

Informational Resources to Help You Avoid Plagiarism

https://academics.uccs.edu/~srehorst/labs/Modules/Plagiarism_Guidelines.pdf
https://southeast.iu.edu/writing-center/avoiding-plagiarism/index.php
https://www.scribbr.com/plagiarism/how-to-avoid-plagiarism/

Responsible Reporting: Institutional Equity / Title IX Statement

The Office of Institutional Equity (OIE), administers the University of Colorado (CU) Sexual Misconduct policy (including Title IX), the UCCS Discrimination and Harassment Policy, and the CU Conflict of Interest in Cases of Amorous Relationships Policy. All UCCS faculty and staff, including student employees, are considered "responsible employees" and *must* report any suspected or known conduct that may be in violation of these policies ("prohibited conduct") directly to the OIE. This reporting requirement exists to support the safety of our campus community, and there is no statute of limitations. Prohibited conduct includes unwanted verbal or physical conduct that is sexual in nature, or based on a protected class (such as, gender, race, veteran status, disability, etc.).

You may review the Applicable Policies and OIE's Resolution Procedures and here: https://equity.uccs.edu/. While reporting prohibited conduct to the OIE is required by UCCS employees, participation in an OIE resolution process though the OIE is voluntary. Confidential reporting, and access to medical and mental health services, are available to students through the UCCS Wellness Center at 719-255-4444.

COURSE CALENDAR

WEEK 1	**GETTING ORIENTED and SITUATED**
Tuesday August 27	Review syllabus and expectations
Thursday August 29	**No class today.** Get started on assigned readings for next week.
WEEK 2	**BODIES**
Tuesday September 3	Read "Intro to the Volume" and chapters 1-3 of Part One Bodies in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (37pp)
Thursday September 5	Read chapters 4-6 in Part One Bodies in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (28pp)
WEEK 3	**BODIES** *cont.*
Tuesday September 10	Read chapters 7-9 in Part One Bodies in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (30pp)
	DESIRES
Thursday September 12	Read chapters 1 & 3 in Part Two Desires in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (7pp)
WEEK 4	**DESIRES** *cont.*
Tuesday September 17	*Class will be held on Zoom today!* Listen to Theoryish podcast, "Eve Sedgwick: Epistemology of the Closet (Part 1)" (1 hour, 25 minutes) (Canvas) Read pp. 1-35 from Eve Sedgick's "Introduction: Axiomatic" from *Epistemology of the Closet* (Canvas)
Thursday September 19	*Class will be held on Zoom today!* Read pp. 36-63 from Eve Sedgick's "Introduction: Axiomatic" from *Epistemology of the Closet* (Canvas)

WEEK 5	**DESIRES** *cont.*
Tuesday September 24	Read chapters 4 & 5 in Part Two Desires in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (17pp) "Black, Bold and Queer: Celebrating the Legacy of Marlon Riggs" (Canvas) "Radical, Tender, and Unapologetically Queer" (Canvas) in-class viewing: *Tongues Untied* (55min)
Thursday September 26	Read chapters 7 & 8 in Part Two Desires in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (22pp)
WEEK 6	**PERFORMANCES**
Tuesday October 1	Read chapters 1 and 2 in Part Three Performances in *The Bloomsbury Reader in Religion, Sexuality, and Gender* Read preface and chapter 1, "Subjects of Sex/Gender/Desire" from Judith Butler's *Gender Trouble: Feminism and the Subversion of Identity* (canvas)
Thursday October 3	Read chapters 4-6 in Part Three Performances in *The Bloomsbury Reader in Religion, Sexuality, and Gender*
WEEK 7	**PERFORMANCES** *cont.*
Tuesday October 8	Read chapter 9 in Part Three Performances in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (18pp)
Thursday October 10	Read Claudia Schippert's "Implications of Queer Theory for the Study of Religion and Gender: Entering the Third Decade" (Canvas) **Receive Midterm Paper prompt by end of this week.** **Midterm is due by 11:59pm on October 25th**
WEEK 8	**ISLAM**
Tuesday October 15	*in-class viewing of Feminism Inshallah (Kanopy) (55 min)* Introduction and Chapters 1 & 2 from Leila Ahmed's *A Quiet Revolution*
Thursday October 17	Chapters 3-5 from Leila Ahmed's *A Quiet Revolution*

WEEK 9	**ISLAM** *cont.*
Tuesday October 22	Chapters 6-8 from Leila Ahmed's *A Quiet Revolution*
Thursday October 24	Part 2 (chapt 9-11) from Leila Ahmed's *A Quiet Revolution*
October 25th	**Midterm is due by 11:59pm**
WEEK 10	**MYRIAD INTIMACIES**
Tuesday October 29	Intro-Chapter 5 (pp. xiii-29) from Lata Mani's *Myriad Intimacies*
Thursday October 31	Chapters 6-12 (pp. 30-49) from Lata Mani's *Myriad Intimacies*
WEEK 11	**MYRIAD INTIMACIES cont.**
Tuesday November 5	Chapters 13-18 (pp. 54-68) from Lata Mani's *Myriad Intimacies*
Thursday November 7	Chapters 19-end (pp. 69-93) from Lata Mani's *Myriad Intimacies*
WEEK 12	**EXVANGELICALS**
Tuesday November 12	Intro-Chapter 7 (pp. 1-103) from Sarah McCammon's *The Exvangelicals*
Thursday November 14	Chapters 8-13 (pp. 104-196) from Sarah McCammon's *The Exvangelicals*
WEEK 13	**EXVANGELICALS cont.**
Tuesday November 19	Chapters 14-17 (pp. 197-267) from Sarah McCammon's *The Exvangelicals*
Thursday November 21	No class today. **Receive final paper prompt by end of this week.**

WEEK 14	**FALL BREAK**
November 26 & 28	*No class this week! Enjoy your break!* 🍁🍁🍁🌽🌽🌽🦃🦃🦃🥧🥧🥧🏈🏈🏈
WEEK 15	**TAOISM & TRANSLATION**
Tuesday December 3	Dr. Jonathan Sozek's "Introduction to Taoism" lecture (25min) (canvas) "A Small Dark Light: Ursula K. Le Guin on the Legacy of the *Tao Te Ching*" from Maria Popova's *Marginalian* blog (Canvas) *Between the Covers* podcast: "Crafting with Ursula: Maria Dahvana Headley on Feminist Translation and Classic Retellings" (2 hours) (Canvas) *NYT* article, "The First Woman to Translate the Odyssey into English" (Canvas)
Thursday December 5	Excerpts TBA of the *Tao Te Ching* from two different translators: Ursula K. LeGuin and Stephen Mitchell
WEEK 16	**AMERICAN BUDDHISM**
Tuesday December 10	watch Dr. Jonathan Sozek's "Introduction to Buddhism" lecture (29min) (canvas) Introduction from Ann Gleig's *American Dharma* (Canvas) Emergence Magazine podcast, "Interview with angel Kyodo Williams" (38min)
Thursday December 12	Preface & Intro (pp. xi-xxxiv), Section III-Radical Dharma:Race (pp. 107-135) from *Radical Dharma: Talking Race, Love, and Liberation*
FINALS WEEK	**Your final paper is due to Canvas by 11:59pm on Tuesday, December 17th**