

**PHIL 3110 – WOMEN and RELIGION**  
**Fall 2022**  
**Tuesdays & Thursdays**

**Instructor:** Karen deVries, Ph.D.

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

**Office Hours:**

Columbine 4056; Tuesdays, 1:30-3:00 and by appointment (email me)

### **COURSE DESCRIPTION**

This course uses feminist theories as analytical methods for understanding power, authority, and identity in broadly accepted religious traditions. 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," a feminist science fiction writer's translation of the *Tao Te Ching*; the histories and controversies surrounding the veil in Islam; and a Jewish woman's memoir with a new and original understanding of the Talmud. This course is cross-listed with Women's and Ethnic Studies.

### **COURSE OBJECTIVES**

- 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

### **REQUIRED TEXTS**

- (1) *The Bloomsbury Reader in Religion, Sexuality, and Gender*. Eds. Boisvert and Daniel-Hughes. Bloomsbury Academic Press, 2016. **Day One eTextbook available.**
- (2) *Radical Dharma: Talking Race, Love, and Liberation*. Rev. Angel Kyoto Williams, Lama Rod Owens, and Jasmine Syedullah. ReadHowYouWant Publisher, 2017.
- (3) *Lao Tzu's Tao Te Ching: A Book about the Way and the Power of the Way*. Translated by Ursula K. LeGuin. Shambhala Press, Reissue 2019.
- (4) *A Quiet Revolution: The Veil's Resurgence from the Middle East to America*. Leila Ahmed. Yale University Press, 2012. **Day One eTextbook available.**
- (5) *If All The Seas Were Ink: A Memoir*. Ilhana Kurshan. Picador, 2019.

This course uses the UCCS Bookstore’s **Day One e-Textbook Access program** which offers students instant access to online textbooks and to save students as much money as possible. Access your e-textbooks in Canvas. Only some of the books for this class are available for this program

- On the left side of the course home page, locate and click on the **Vital Source** 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 CRITERIA and GRADES

### Course Assignments

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

### Grading Scale

A	100-95	C	76-74
A-	94-90	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66-64
B-	83-80	D-	63-61
C+	79-77	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 89.49999999999999, 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 5-7 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.

## **TECHNOLOGY REQUIREMENTS**

Students are expected to have access to a working computer and the internet during the course.

Minimal technical skills required include:

- 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.

## **ACADEMIC and TECHNOLOGY HELP**

### **Excel Centers**

The Excel Centers (Communication, Languages, Mathematics, Science, and Writing) continue to provide students with outstanding academic support both in-person and remotely. All Excel Centers offer online service appointments. For details, students should visit the Excel Support webpage:

<https://excel.uccs.edu/excel-support>

### **Academic Advising**

UCCS Academic advising offers advising for degree programs and an opportunity to ask questions about all things regarding your academic career. For more information, see <https://advising.uccs.edu/>

### **Technology Help**

UCCS Help Desk – 719-255-3536. See also <https://oit.uccs.edu/get-help>

For Canvas issues, you can access technical help through 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. Alternatively, you can 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, please 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 at Main Hall room 105, 719-255-3354 or [dservice@uccs.edu](mailto:dservice@uccs.edu).

## **ADDITIONAL POLICIES and RESOURCES**

### **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>

**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.

### **Plagiarism**

Read the UCCS LAS Plagiarism Policy which you can find here: <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! For useful information about plagiarism, see: <http://www.indiana.edu/~istd/definition.html>

### **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.

### **Military Deployment and Military Service**

In order to assist students who are called to active duty, the Campus has compiled a set of guidelines that include information on withdrawing from courses. General information can be accessed at: <https://www.uccs.edu/military/current-students/active-duty-and-reservists/deployment>

## COURSE CALENDAR

### WEEK 1 GETTING ORIENTED and SITUATED

**Tuesday**  
**August 23** Review syllabus and expectations  
Begin watching in-class video of “Religion, Science, and Storytelling: A Conversation with Donna Haraway”

**Thursday**  
**August 25** Finishing watching in-class video of “Religion, Science, and Storytelling: A Conversation with Donna Haraway”

### WEEK 2 RELIGION, SEXUALITY, and GENDER – Part 1 Bodies

**Tuesday**  
**August 30** Read “Intro to the Volume” and chapters 1 and 3-5 of Part One Bodies in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (41pp)

**Thursday**  
**September 1** Read chapters 6-9 in Part One Bodies in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (39pp)

### WEEK 3 RELIGION, SEXUALITY, and GENDER – Part 2 Desires

**Tuesday**  
**September 6** No class meeting – Labor Day observed

**Thursday**  
**September 8** Read chapters 1-3 in Part Two Desires in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (19pp)

### WEEK 4 RELIGION, SEXUALITY, and GENDER – Part 2 Desires cont.

**Tuesday**  
**September 13** Read chapters 4-7 in Part Two Desires in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (38pp)

Recommended: “Black, Bold and Queer: Celebrating the Legacy of Marlon Riggs”

In-class: viewing of *Tongues Untied* (55min)

**Thursday**  
**September 15** Read chapters 8-9 in Part Two Desires in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (18pp)

**WEEK 5 RELIGION, SEXUALITY, and GENDER – Part 3 Performances**

**Tuesday** Read chapters 1-6 in Part Three Performances in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (50pp)  
**September 20**

**Thursday** Read chapters 7-9 in Part Three Performances in *The Bloomsbury Reader in Religion, Sexuality, and Gender* (29pp)  
**September 22**

**Receive Midterm Paper prompt by end of this week**

**WEEK 6 BUDDHISM**

**Tuesday** watch Dr. Jonathan Sozek's "Introduction to Buddhism" lecture (29min) (canvas)  
**September 27** "Introduction" and Chapter 7 "Grassroots Revolution" from Karma Tsomo's *Women in Buddhist Traditions* (Canvas) (33pp)

**Thursday** "Preface," "Introduction: Enter Here" and "Section 1: Homeleaving" from *Radical Dharma: Talking Race, Love, and Liberation* (56pp)  
**September 29**

Recommended but not required: watch Dr. Jonathan Sozek's "Intro to Zen Buddhism" lecture (25min) (Canvas)

**WEEK 7 BUDDHISM cont.**

**Tuesday** "Section 2: Stakeholders" and "Section 3: The Conversations" from *Radical Dharma: Talking Race, Love, and Liberation* (72pp)  
**October 4**

**Thursday** "Section 3: Closing Words" from *Radical Dharma: Talking Race, Love, and Liberation* (23pp)  
**October 6**

**WEEK 8 CONFUCIANISM**

**Tuesday** **No class today. Midterms due by noon.**  
**October 11**

**Thursday** watch Dr. Jonathan Sozek's "Introduction to Taoism" lecture (25min) (canvas)  
**October 13** "A Small Dark Light: Ursula K. Le Guin on the Legacy of the Tao Te Ching" from Maria Popova's *Marginalian* blog (Canvas)  
"Introduction" and "Book 1" from Le Guin's translation of *Tao Te Ching* (46pp)

**WEEK 9      CONFUCIANISM cont.**

**Tuesday  
October 18**      “Book 2” and “Notes” from Le Guin’s translation of *Tao Te Ching* (59pp)

**Thursday  
October 20**      **No class today.**

**WEEK 10      ISLAM**

**Tuesday  
October 25**      “Introduction” and chapters 1 & 2 from Leila Ahmed’s *A Quiet Revolution* (67pp)

**Thursday  
October 27**      Chapters 3 & 4 from Leila Ahmed’s *A Quiet Revolution* (49pp)

**WEEK 11      ISLAM cont.**

**Tuesday  
November 1**      Chapters 5-7 from Leila Ahmed’s *A Quiet Revolution* (60pp)

**Thursday  
November 3**      Chapter 8, Prologue, & Chapter 9 from Leila Ahmed’s *A Quiet Revolution* (56pp)

**WEEK 12      ISLAM cont.**

**Tuesday  
November 8**      Chapter 10 from Leila Ahmed’s *A Quiet Revolution* (32pp)

**Thursday  
November 10**      Chapter 11 from Leila Ahmed’s *A Quiet Revolution* (41pp)

**WEEK 13      JUDAISM**

**Tuesday  
November 15**      “Introduction” through “Rosh Hashanah” in *If All the Seas Were Ink* (60pp)  
**Receive final paper prompt by end of this week.**

**Thursday  
November 17**      “Tannit” through “Hagigah” in *If All the Seas Were Ink* (46pp)



**WEEK 14      THANKSGIVING WEEK**

**Nov. 22 & 24**      **No class this week** but keep reading as we'll finish *If All the Seas Were Ink* next week!

**WEEK 15      JUDAISM cont.**

**Tuesday**      Read all of Parts II, III, and IV in *If All the Seas Were Ink* (123pp)  
**November 29**

**Thursday**      Read all of Parts V, VI, and VII in *If All the Seas Were Ink* (69pp)  
**December 1**

**WEEK 16      DEAD WEEK**

**Tuesday**      Catch-ups and Conclusions  
**December 6**

**Thursday**      Catch-Ups and Conclusions  
**December 8**

**FINALS WEEK**      **Your final paper is due to Canvas by 11:59pm on Wednesday, December 14th**