Proposal to create **RELI 363, Religion and Sex**, for Tier Two – Humanities and Diversity Emphasis

*Approved by COH Assoc. Dean Kim Jones, 1/26/15*

<table>
<thead>
<tr>
<th><strong>Course Offerings</strong></th>
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<tbody>
<tr>
<td><strong>Academic Career:</strong></td>
<td>UGRD Undergraduate</td>
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<tr>
<td><strong>Subject Area:</strong></td>
<td>RELI Religious Studies Main</td>
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<tr>
<td><strong>Catalog Nbr:</strong></td>
<td>363 Course Offer No: 1</td>
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<td><strong>Academic Organization:</strong></td>
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<td><strong>Course Typically Offered:</strong></td>
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<tr>
<td><strong>Co-Convened Subject:</strong></td>
<td>Catalog Nbr:</td>
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<tr>
<th><strong>Enrollment Requirements</strong></th>
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<tr>
<th><strong>Course Requisite Information</strong></th>
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<tr>
<td><strong>Requisite Type:</strong></td>
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<td><strong>Course ID:</strong></td>
<td>Subject: Catalog Nbr:</td>
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<tr>
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<tr>
<th><strong>Existing Requirement Groups to be added</strong></th>
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<tr>
<td><strong>Requirement Group</strong></td>
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<tr>
<td><strong>Long Description</strong></td>
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<tr>
<th><strong>New Requirement Group Information</strong></th>
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<tr>
<td><strong>Description:</strong></td>
<td>Religion and Sex</td>
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<tr>
<td><strong>Long Course Title:</strong></td>
<td>Religion and Sex</td>
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<tr>
<td><strong>Long Description:</strong></td>
<td>In this course we will analyze attitudes towards sexuality in the major world religions, and focus on the relationship between religion and sexuality in the contemporary U.S. context.</td>
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<tr>
<td><strong>First Term Effective:</strong></td>
<td>2154: Fall 2015</td>
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<td><strong>Course Type:</strong></td>
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<tr>
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<tbody>
<tr>
<td><strong>Instructor</strong></td>
<td>Name</td>
</tr>
<tr>
<td>22063597</td>
<td>Max Strassfeld</td>
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<table>
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<tr>
<th><strong>Course Attributes</strong></th>
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<tr>
<td><strong>Course Attribute</strong></td>
<td>Description</td>
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<tr>
<td>General Education</td>
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<td>Honors Course</td>
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<tr>
<th><strong>Additional Course Information</strong></th>
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<tr>
<td><strong>Minimum Units</strong></td>
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<td><strong>Add Consent</strong></td>
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<tr>
<td><strong>Drop Consent</strong></td>
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Grading Basis: GRD
Repeat for Credit: N
Total Units Allowed: 0
Allow Multiple Enroll in Term: N
Total Completions allowed: 1

Course Components

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Lecture</th>
<th>Graded Component</th>
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<tr>
<td>Default Section Size</td>
<td>30</td>
<td>Primary Component</td>
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<tr>
<td>Workload Hours</td>
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<td>Optional Component</td>
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<tr>
<td>Final Exam</td>
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Funding Analysis

Is proposal of this course associated with a new hire? Y

Intended Course Fees: n/a

*What programmatic need does this course satisfy:* required or optional in what undergraduate or graduate majors, minors, or certificates?
Optional for Religious Studies majors and minors.

*Field Trips:* n/a

*Provide a minimum of three learning outcomes for the course.*
1. Students will be able to identify and situate three major debates within and between religions about sexuality, and to understand that religions are not uniform and unchanging.
2. Students will be able to analyze the way religious traditions adapt to their historical and material circumstances.
3. Students will practice academically appropriate and analytical speech and writing on the topics of religion and sexuality.
4. Students will be able to trace some of the ways their own views about both sexuality and religion have been naturalized, and be able to identify the ways their beliefs about both religion and sex are culturally and historically situated.

Requester Details

Name: Leonora - Escobar
Email: lescobar@email.arizona.edu
Date: 01/15/2015
Department: School of International Languages, Literatures and Cultures
Phone: -

General Education

Please explain how the course satisfies the criteria below:

*Writing:
The course requires a variety of different types of writing: a mid-term examination, a brief paper based on sources and materials learned in-class, a brief autobiographical essay, and a longer research paper. Both the autobiographical essay and the research paper will be revised, although the research paper will be revised after being peer-edited. In terms of the types of writing I am asking students to do, the mid-term examination will include an essay question asking students to interpret a primary text and bring in some of the interpretations of the secondary scholarship while evaluating their arguments. The autobiographical essay asks students to be thoughtful about connecting the themes of the course and
their lives, and asks them to contextualize their own beliefs and identities. The brief paper assignment requires students to be able to take one question about sexuality and compare and contrast a number of different religious practices across a variety of religious traditions. Finally, the research paper requires students to choose a topic, find appropriate academic sources outside of class, read and evaluate the claims of the authors and their evidence, and make a cogent argument.

Total number of pages the student must write: 16

*Will at least one writing assignment involve revision after the instructor has provided feedback on a first draft or revision after an assignment in which peers have provided feedback on a first draft? Y

*Does the proposed course focus on non-western area studies and/or have a diversity emphasis? Y
This course surveys world religions on a variety of topics related to sex, gender and sexuality, and uses the analytical frames of gender studies and queer theory to interrogate the categories of sex and gender.

*Honors:
This course is eligible for an Honors Contract.

*Assessment:
Mid-term: 20 %
Reading Quizzes: 20%
Final Paper 35%
Brief Paper: 15%
Autobiographical Paper: 10%

*Critical Thinking Skills:
These course objectives will aid the development of critical thinking skills:
1. Compare key beliefs and texts about sexuality in a variety of different religious traditions, and contextualize these beliefs in their historical and cultural contexts
2. Understand how forces such as colonialism, changing economic circumstances, etc. can influence the way religions address topics of sex and sexuality.
3. Challenge personal assumptions about the relationship of religion and explore their own relationship to the materials they are learning in class.
4. Analyze primary texts and critically assess their rhetorical choices and political consequences.

*Interactive Modes of Instruction:
Students will participate in both large and small-group discussions during class. Students will peer-edit papers.

*Information Literacy:
The assigned research paper will meet these goals:
Standard One: the ability to determine the nature, extent, and sources of information needed.
Standard Two: the ability to access information effectively and efficiently.
Standard Three: The ability to critically evaluate information and information sources.
Standard Four: The ability to use information effectively to accomplish a specific purpose or complete a specific project.

*Explain how required readings and materials will be available to students:
Two required textbooks will be purchased. I will ask the library to purchase electronic access to a third textbook. Other materials will be available on D2L.
Course Format - Indicate the overall percentage of time spent in the following activities (total should add to 100%):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>100%</td>
</tr>
<tr>
<td>Discussion Section</td>
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</tr>
<tr>
<td>Lab</td>
<td>0%</td>
</tr>
<tr>
<td>Practicum/Service Learning</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
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*Will 40% of grade points be completed by the 8th week of classes?  Y

SYLLABUS: RELI 363, Religion and Sex

Course Description: In this course we will analyze attitudes towards sexuality in the major world religions, and focus on the relationship between religion and sexuality in the contemporary U.S. context.

Location and times: Tues/Thurs, meeting for 1 hour 15 minutes

Instructor Information: Dr. Max Strassfeld, Learning Services Bldg., Rm 218
Office hours: Weds 10-11, Thurs 2-4, or by appointment.
Contact info: mstrassfeld@email.arizona.edu, 520-621-0653

Course objectives:

In the contemporary U.S., religion is sometimes construed as diametrically opposed to sexuality. If that were so, we might expect religion to have nothing to say on the topic of sex and sexuality. In fact, many religions are both very involved in discussing sex, and take sexual practice seriously as an element of religious lives. This course will examine different religious traditions and their attitudes towards a variety of sexual practices. In the process, we will continue to question how we came to think of religion and sex as solely antagonistic to one another.

In the course of semester, students will:
1. Compare key beliefs and texts about sexuality in a variety of different religious traditions, and contextualize these beliefs in their historical and cultural contexts.
2. Learn about the way different religions address puberty rituals, marriage and procreation, modesty, and homosexuality.
3. Contextualize religious beliefs about sexuality within their cultural and historical milieu, and understand how forces such as colonialism, changing economic circumstances, etc. can influence the way religions address topics of sex and sexuality.
4. Challenge personal assumptions about the relationship of religion and explore their own relationship to the materials they are learning in class.
5. Analyze primary texts and critically assess their rhetorical choices and political consequences.

Learner Outcomes:
1. Students will be able to identify and situate three major debates within and between religions about sexuality, and to understand that religions are not uniform and unchanging.
2. Students will be able to analyze the way religious traditions change through time and adapt to their historical and material circumstances.
3. Students will practice speaking and writing in analytical and academic ways on the topics of religion and sexuality.
4. Students will be able to trace some of the ways their own views about both sexuality and religion have been naturalized, and be able to identify the ways their beliefs about both religion and sex are culturally and historically situated.

Learner Outcomes are measured in the following ways:
1. Ability to identify and situate major debates within religious traditions about sexuality (quizzes, exam, brief paper, class discussions)
2. Analyze the way religious traditions change through time and adapt (quizzes, exam, brief paper, class discussion)
3. Practice speaking and writing academically about religion and sexuality (small group discussion, classroom discussion, exam, final research paper)
4. Contextualize their own beliefs about religion and sexuality (autobiographical paper, brief paper, small group discussion, classroom discussion.)

Units of Course (tentative course schedule follows course policies):
I. Introductory Materials: What is Religion? What is Sex? How do we build an analytic language to talk about religion and sex?
II. Concepts of sexuality in World Religions
III. Marriage and Procreation
IV. Modesty and Sexual Purity
V. Sex and the Bible
VI. Homosexuality
VII. Wrap-up- Return to the question- What is Religion? What is Sex? What kinds of language have we developed over the course of the semester to analyze each?

Course Requirements:

1. Readings: You will be expected to prepare the readings before the beginning of the class for which they are assigned. Preparing the readings is not just completing the assigned readings, but rather also entails being able to recall and summarize the main arguments of the author, and the evidence the author marshals to support their points. Preparation also means prepping questions on the sections that where the argument was not as clear. The main textbook for the class is Wilcox and Machacek’s book Sexuality in World Religions. In addition, you will need to own or borrow Mark Jordan’s introduction to ethics, theology, and sex, Ethics of Sex. These two books will be supplemented by excerpts and articles found on D2L.

2. Reading Quizzes (20% of the grade): You will be expected to complete a quiz on each of the assigned readings. To do well on the quizzes you will need to have adequately prepared the reading- see above for a description of what preparing the reading means. Quizzes will be administered on D2L and cannot be made up if missed.

3. Autobiographical Reflection Papers (10% of the grade): At the beginning of the semester, you will submit an ANONYMOUS 2 page essay about the way you think about your religious and sexual identities. This is your opportunity to be thoughtful about connecting what you are learning to your experiences. Please do not include any identifying markers in your essay, these should be completely anonymous, and a blank piece of paper will serve as your cover sheet. At the end of the semester, you
will submit a revised version of this essay, again, COMPLETELY anonymous. For both assignments, absolutely NO late essays will be accepted, and these must be submitted in class.

4. Mid-term exam (20% of the grade): The mid-term exam will be in week 8 and have two parts - a section with short-answer questions, and a section with essay questions. You will be asked to discuss some of the major concepts covered in class, and to analyze and read closely a passage from a secondary text and a primary text. You will be expected to be able to situate the author’s arguments and evaluate the evidence they bring for their perspectives.

5. Brief paper (15% of the grade): Due in week 6. This will be a brief 4-6 page paper responding to the first unit of the course. Choose a particular facet of sexuality, and compare and contrast a range of different religious approaches to the topic. This paper should be a balanced assessment and analysis of the issue.

6. Final research paper (35% of the grade): This will be a scholarly 6-8 page research paper that will cite at least three scholarly sources from outside of class. This paper will be written in three stages. A preliminary paper outline will be due in class in week 10. In week 13 a 4 page draft of the paper will be due, and we will spend time peer editing the papers in class. The final version will be due in the last week of class.

**Note on course content:** Although course content may be deemed offensive by some students, such materials are deemed important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them.

**Note on attendance:** Your consistent attendance is important for your learning and the building of a shared conversation. You will sign the attendance sheet every class period when you come in (as such, it is best if you can get to class a couple of minutes before we start, as I will begin promptly.) It is your responsibility to sign the sheet - if you come in late, make sure to sign in before you leave. Any time you have not signed the attendance sheet will count as an absence. **After three unexcused absences, your final grade will be dropped one grade, beginning with your fourth absence.** You are responsible for the materials we covered in discussion during your missed classes, and should contact your fellow students for their notes.

**Honors Credit:**
Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract and to sign the Honors Course Contract Request Form. The form is available at http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf.

**Grading:**
In order to pass this class, you must attend classes, do the readings, and submit your work on time. In order to do well in the class, your formal written work must make a clear argument, analyze and include passages from primary and/or second texts, answer the questions posed and be on a topic appropriate to the themes of the course, and be grammatically and stylistically correct and cogent.

**Letter grade values:**

A 90-100%
B 80-89%
C 70-79%
D 60-69%
E Below 60%

Required Texts:

Partial list of D2L Readings, excerpts from the following texts:

Course Schedule

Unit 1: Introductory Materials: What is Religion? What is Sex? How do we build an analytic language to talk about religion and sex?
  August 26: Introductions, syllabus, and syllabus quiz
  August 28:
    - Pellegrini and Jakobsen “Why Religion, Why Sex?” from Love the Sin
  Sept 2:

Sept 4:

**In-class autobiographical reflection paper due Sept 4**

Unit II: Concepts of sexuality in World Religions

Sept 9:
- Wilcox and Machacek: Chap 1 “Sexuality and Gender in African Spiritual Traditions”
- Jordan: Chap 2 “Scriptural Authorities”

Sept 11:
- Wilcox and Machacek: Chap 2: “Gender, Sexuality, and the Balance of Power in Native American Worldviews”

Sept 16:
- Wilcox and Machacek: Chap 4: “A Union of Fire and Water: Sexuality and Spirituality in Hinduism”
- Jordan: Chap 3 “A New Life Beyond Sex”

Sept 18th:
- Wilcox and Machacek: Chap 5: “Buddhist Views on Gender and Desire”

Sept 23rd:
- Wilcox and Machacek: Chap 6: “Sex in Jewish Law and Culture”

Sept 25:
- Wilcox and Machacek: Chap 9: Islamic Conceptions of Sexuality

Sept 30:
- Wilcox and Machacek: Chap 3: “Harmony of Yin and Yang: Cosmology and Sexuality in Daoism”

Oct 2:
- Wilcox and Machacek: Chap 7: “The Vatican and the Laity: Diverging Paths in Catholic Understandings of Sexuality”

**Oct 2: Brief Paper Due**
Unit III: Marriage and Procreation

Oct 7:
- Jordan: Chap 5 “Marriage Acts”

Oct 9:

Oct 14:
In-class mid-term exam

Oct 16:
- Ramon Gutierrez. When Jesus Came, the Corn Mothers Went Away.
- Anne Nachisale Musopole “Sexuality and Religion in a Matriarchal Society.”
  In The Will to Arise: Women, Tradition, and the Church in Africa.

Week 8 grades – Students will have 40% of their grades at this point in the course:
Quizzes – 10%
Autobiographical paper – 5%
Brief Paper- 15%
Mid-term- 20%

Unit IV: Modesty and Sexual Purity

Oct 21:
--Mary Douglas. Purity and Danger, Introduction and Chap 1

Oct 23:
-- Mary Douglas, Purity and Danger, Chap 6.

Oct 28:
  Intro and chapter 1.

Oct 30:
  Intro and chap 1

Oct 30: Paper outline due

Unit V: Sex and the Bible

Nov 4:
- Dale Martin. Sex and the Single Savior: Gender and Sexuality in Biblical

Nov 6:

Nov 11:

Nov 13:

Unit VI: Homosexuality

Nov 18:

Nov 20:
- Please come to class with your first draft of your paper. We will workshop the papers in class

Nov 25:

Nov 27: No class- Thanksgiving

Dec 2:
- The film God Loves Uganda

Dec 2: Revision of the Autobiographical Essay due

Dec 4:
- Pellegrini and Jakobsen, Love the Sin: 75-103

Unit VII: Wrap-up- Return to the question- What is Religion? What is Sex? What kinds of language have we developed over the course of the semester to analyze each?

Dec 9:
- In-class paper presentations
FINAL PAPER: All final papers are due DURING THE DESIGNATED TIME SLOT FOR FINAL EXAMINATIONS. No exceptions.

General University Policies:

Accessibility and Accommodations
It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please be aware that the accessible table and chairs in this room should remain available for students who find that other classroom seating is not suitable for their needs

Attendance Policy:

The UA’s policy concerning Class Attendance and Administrative Drops is available at: http://catalog.arizona.edu/2013-14/policies/classatten.htm

The UA policy regarding absences on and accommodation of religious holidays is available at: http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: http://uhap.web.arizona.edu/chapter_7#7.04.02

Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Classroom Behavior
To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

The use of personal electronics such as laptops, iPads and other such mobile devices is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period. Students who require accommodations to this policy should discuss them with me directly.
The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.arizona.edu/threatening-behavior-students.

Threatening Behavior is Prohibited. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. For more information, see: http://policy.web.arizona.edu/threatening-behavior-students

Code of Student Conduct
The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. To read the Student Code of Conduct, see: http://deanofstudents.arizona.edu/studentcodeofconduct.

Student Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism available at: http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

Additional Resources for Students
- UA Non-discrimination and Anti-harassment policy: http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf
- UA Academic policies and procedures are available at: http://catalog.arizona.edu/2013-14/policies/aaindex.html
- Student Assistance and Advocacy information is available at: http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Confidentiality of Student Records
http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.