

**RELG 333/ WGST 333: Sex, Gender, And Religion**  
*(generic syllabus – Fall 2015 syllabus available when class meets)*

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**Course Description:**

Gender concepts, roles and expectations promoted or assumed by religious communities and the role of gender in re-imagining and re-shaping religious thought, practice, and community; examined through writings and other evidence.

**Course overview:**

This course examines, religious experiences from gendered perspectives in a variety of religious traditions. It looks into the relationship between religious definitions of human beings with respect to gender diversity, social status, power, and values. We will examine the religious roots of disparate treatment and attitudes in some religious traditions, compared to values of traditions which affirm views, perspectives, dogmas and theories supportive of gender and sexual diversity.

This course will approach women, gender and religion from the perspectives of human rights. Religion itself enacts human rights discussions, often with the question: should this particular religion have a right to exist? The life experiences of the various genders bring particular foci on the issue of religion and human rights. But, too often, this issue is reduced to women in Muslim countries wearing veils. Women, gender, religion, and human rights bring multiple questions and multiple perspectives to bear, across nations, including theologies, ethics, politics, gender roles, law, and health. While our focus is on religions in this class, the interdisciplinary nature of women, gender, religions, and human rights will be part of our discussions.

**Learning Outcomes:**

Students who successfully complete this course will be able to:

- Identify historical strands that construct contemporary roles in organized religion with respect to gender, sexual orientation, and gender identification;
- Analyze theological statements about women and alternate gendered and oriented across particular traditions; and
- Explore formal and informal religious traditions shaped by women.
- Know the work of some leading women/feminist and alternate gendered scholars

**Required Texts:**

To be decided

Texts relevant to current issues in this field will be selected for the Fall 2015 class

**Starting Norms for the class: (initial list; more to be added the first day)**

We will fully listen to and respect the experiences and feelings of others.

We will work together as co-learners.

We will take care not to impose our views on each other.

Others you may suggest.

### **Assignments and Grading:**

- Note the section below on “The Importance of Writing” and “Due Dates” on writing and reading for grading concerns.
- Attendance: Beyond three absences, overall grade for the class significantly lowered. (see “Regarding Absences” section below)
- Regular tardiness will also result in a lowered grade.

Oral reports	30 points
Research paper/final	40 points
Midterm exam	30 points

(A=100-91; B=90-81; C=80-71; D=70-60; F=59 and lower)

### **The Importance of Writing:**

College level writing is critically important for this class. Your grade for the class will be at risk if you hand in late assignments, un-typed papers (except for in class assignments), plagiarized, undeveloped, etc. If you have any concerns about your own writing, make an appointment at the writing center.

Papers must be typed, double-spaced. Handwritten papers will not be accepted. When needed, you must use a notation format -- MLA, Chicago, APA -- consistently throughout any paper. In addition, poor grammar and spelling can be grounds for lowering a grade. The aim in these restrictions is to develop college level, critically sharp papers that (really!) say what you mean them to say.

Because of the relationship between reading, class work, and group discussions, late papers are *seldom* accepted.

### **Due Dates and Assignments:**

readings should be completed by the date shown on the syllabus

Fall 2015 syllabus showing the class schedule and due dates for readings and assignments will be available at the beginning of class.

### **Description of assignments:**

Oral reports:

Part of the learning process involves communication of ideas. Your skill in communicating ideas on multiple levels is part of your development as a scholar. When oral reports are due, in order to facilitate communication, a one page summary, list of resources, or list of discussion points is due. This single page is to be distributed to the entire class. Three oral reports will be given, sometimes in group format, throughout the course. These oral reports will be defined in more detail for students on the first day of class.

Midterm exam: the midterm exam (essay questions) will be focus on all the material that is covered in the first half of the class. A study sheet with sample questions will be distributed to students the week before the exam.

Research paper, also the final exam:  
(Topic to be decided in the first two weeks of class) Individual research paper.