



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/13/09

1. ACADEMIC UNIT: Humanities, Arts and Cultural Studies
2. COURSE PROPOSED: WST 390 Women and World Religions 3
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Saira Qureshi Phone: 602-543-3020
Mail Code: 2151 E-Mail: saira.qureshi@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☐
Mathematical Studies-MA ☐ CS ☐
Humanities, Fine Arts and Design-HU ☐
Social and Behavioral Sciences-SB ☒
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☐
Historical Awareness-H ☐
Cultural Diversity in the United States-C ☐

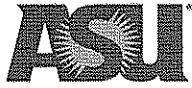
6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available
7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

This course provides an examination of vital issues surrounding women and religions in various geographical locations around the world. We focus on the role of women in several organized religions and/or religious sects, as they are used to establish, maintain, and enforce sex roles within specific religions. The course also seeks out ways in which women are empowered and affirmed by their religious and /or spiritual practices through the use of healing practices/rituals/symbols.

CROSS-LISTED COURSES: ☐ No ☒ Yes; Please identify courses: REL 390: Women and religion

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? N/A

Dr. Monica Casper



ARIZONA STATE UNIVERSITY

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 3-3-09

WST/REL 390: WOMEN & WORLD RELIGION
Monday 4:40 pm – 7:30 pm, SANDS 105
FALL 2008

Instructor: SAIRA QURESHI

Office: FABN 230C

Office Hours: MONDAY and TUESDAY from 3 pm – 4 pm and by appointment.

Email: saira.gureshi@asu.edu

The syllabus is your guideline to this course; familiarize yourself with its contents. You should continue to refer to it throughout the course.

REQUIRED TEXTS:

Course Reader available through the Alternative Copy Shop, call for delivery (480-829-7229).

COURSE OVERVIEW AND OBJECTIVES:

Is religion outdated? Has it served its purpose? What is the role of religion in women's lives? How does it vary culturally and geographically? Is religion oppressive or empowering for women? In this course, we will examine the ways in which religion influences and continues to effect women's lives. By analyzing case studies and looking at specific religions and their origins, we will consider the role and influence of culture in religion and religion in culture.

This course will encourage you to challenge your assumptions and perceptions regarding your own life experiences. Throughout the course, we will visit topics that you may find controversial, PLEASE KEEP AN OPEN MIND to the readings and the perspectives of your fellow classmates. As students, you play a huge role in creating a safe classroom environment by recognizing the diverse experiences of your classmates. Please remember that in a university you must be able to differentiate between emotions/personal opinions, and the reasoned analysis of the course material.

ACADEMIC DISHONESTY/PLAGIARISM:

Academic dishonesty in any form will not be tolerated. Any attempt to represent someone else's work as one's own or any other form of academic dishonesty (i.e. cheating, misrepresentation, etc) will result in a grade of E on the assignment. Please familiarize yourself with ASU-West Campus Academic Integrity Policy (<http://www.west.asu.edu/sa/studentlife/forms/acadinteg.htm>); this policy will be strictly enforced.

COURSE ASSIGNMENTS:

- 1. Class Discussions.** The format of the class is based on class discussion; you will be responsible for leading **two** classroom discussions. You will come up with

at least 2-3 discussion questions for the class based upon the assigned readings. The design of these questions should be open-ended and contain elements to provoke a critical/scholarly discussion of the texts. You will also provide a response (at least a paragraph in length) to the question you are asking. **Please note that if you are absent on the date you signed up to lead class discussion, you will not be allowed to make up the class discussion.** A sign-up list and more details will be provided shortly **(50 points possible-25 points per class discussion).**

2. **Quizzes.** During the course, there will be 2 quizzes; some of these will be in-class while others may be take-home. These quizzes are designed for you to demonstrate your knowledge of the course material. You will be asked to address and analyze a specific topic regarding women and religion for each quiz. **(40 points possible for each quiz-80 points possible)**

3. **Final Paper and Presentation.** After being assigned to a group, you and your group will write a final paper and present your research findings to the class, more information regarding this assignment will be provided later **(70 points possible)**

****Students wanting extra help with concepts and other class materials please see me during office hours or email me.**

****Students needing special assistance should go to DRS (Disability Resource for Students) located in UCB 130 (ASU West Campus) so that the necessary adjustments can be made.**

Contact methods

The best way to get in touch with me is through email. Before you email me, be sure to look through the syllabus or handout for the answer to your own question. If you still can't find what you're looking for, feel free to email me. When emailing me, please include your full name and what class of mine you are in. This will help me to respond to your email faster.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>

Fall evaluations will be conducted between December 1 and December 10 (Reading Day), 2008

Breakdown of points

Class Discussion	50 points
Quizzes	80 points
Group Paper/Presentation	70 points

Grading Scale/Percentage

100 – 97	A+
96 – 93	A
92 – 90	A-
89 – 87	B+
86 - 83	B
82 – 80	B-
79 – 77	C+
76 – 70	C
69 – 60	D
59 – Below	E

Appeals

Please wait at least two days before disputing a grade. This period gives you time to cool down and time to build a solid argument. I respond favorably to well thought out cases. If you think an assignment has not been graded fairly, you may appeal the grade. To appeal a grade you must submit an appeal written coherently, succinctly and logically, which must include your rationale for the grade change. **Please note that if you appeal a grade, your grade either can remain the same (i.e., no change) or be changed (i.e., either raised or LOWERED).**

Withdrawal/Incompletes

If you decide to drop or withdraw from the course, it is YOUR responsibility to withdraw from the course. Do not assume if you stop showing up to class I will automatically drop you. If you drop or withdraw from the course, confirm with the Registrar's Office that you have actually been dropped/withdrawn. Please note a grade of Incomplete or "I" will only be **considered** in the event of an emergency with proper and extensive documentation. Students seeking an Incomplete or "I" for the course must obtain Instructor approval no later than October 1, 2008

*** Keep in mind that "A" is not average. "A" students have gone beyond course expectations; "B" students have done very good work; "C" is average. "D" is below average; and "E" indicates poor work, excessive absences, and/or other problems. Please come and see me if you need further clarification regarding my grading policies.

Reading/Assignment Schedule

***** (Please note the Instructor reserves the right to make additions or deletions to these course readings/assignments.) *****

****CR = Course Reader****

8/25 (Monday) - Welcome! Overview of Syllabus, Mingler, Ground Rules, Contact Info

9/8 (Monday) – Video "Women Serving Religion", Class Discussion

9/15 (Monday) – Religion as activism, CR-Witnessing and Testifying by Rosetta Ross: Religion and Public Life

9/22 (Monday) – CR – Gendering the Spirit by Durre Ahmed (Ed): Violence and the feminine in Islam

9/29 (Monday) - Group Presentation Information Day

10/6 (Monday) – CR – Feminist Theologies by Rosemary Radford Ruether (Ed): *Muslim Feminism and Islamic Reformation: The case of Iran*

10/13 (Monday) – CR - *Identity Politics* by Amrita Chhachhi/ CR - *Introduction: Women, Religion and Resistance*

10/20 (Monday) – CR -*All our goddesses are armed": religion, resistance, and revenge in the life of a militant Hindu nationalist woman* by Paolo Bacchetta

10/27 (Monday) – Research Day

11/3 (Monday) – Women and Judaism VIDEO – "MIRIAM'S DAUGHTERS", CR - *Ladies of the Sisterhood: Women in the American Reform Synagogue, 1900-1930 and Personal Vignettes*

11/10 (Monday) – Women and healing (Chakras E-Reserves), *The Power of Ritual* by Ruth Rhiannon Barrett

11/17 (Monday) – CR - *Feminist Perspectives on the Bible*, CR- Feminist Spirituality (*Introduction/The Roots of Feminist Spirituality* by Wendy Griffin)

11/24 (Monday) – CR - *Possession Sickness and Women Shamans in Korea* by Youngsook Kim Harvey, CR - *Menstruation and Childbirth as Ritual and Religious Experience among Native Australians*

12/1 (Monday) – Research Day

12/8 (Monday) – Group Presentation/Final Paper Due

Excellent: A

Paper surpasses writing assignment requirements by demonstrating clear understanding and comprehension of course material and, the ability to apply and analyze concepts in a scholarly manner. Conveys message clearly –it is focused, coherent, organized and detailed.

Grammar and spelling errors are non-existent. Formatting errors are non-existent; student pays attention to and follows all formatting/assignment directions.

Good: B

Paper meets above average writing assignment requirements.

Writing demonstrates a clear understanding and comprehension of the material and ability to apply concepts but does so casually. Conveys message clearly –focused and coherent writing, but needs more detail and depth.

Grammar and spelling errors are almost non-existent (1-3). Some formatting errors with formatting/assignment directions not followed (1-3).

Satisfactory: C

Paper meets writing assignment requirements/directions, but with minor difficulties.

Writing demonstrates a general understanding and comprehension of the material. Conveys message generally, but information is basic with occasional composition problems making analysis awkward.

Grammar and spelling mistakes (3-5). Formatting errors throughout and formatting/assignment directions are not followed (3-5).

Deficient: D

Paper does not meet writing assignment requirements/directions.

Writing does not convey understanding of the material or is vague in demonstration of comprehension of material. Explains the material incorrectly.

Demonstrates basic writing deficiencies with excessive spelling/grammatical/formatting errors (5+)

Failing: E

If you receive this grade, please come and see me.

Table of contents

- Ahmed, D.S. (2002). Violence and the feminine in Islam: A case study of the Zikris. In Ahmed, D.S. (Ed.), *Gendering the spirit: Women, religion and the post-colonial response* (pp. 213-235). London: Zed books.
- Bacchetta, P. (1994). All our goddesses are armed: religion, resistance and revenge in the life of a militant Hindu nationalist woman. In Bhasin, K., Menon, R. (Eds.), *Against all odds: essays on women, religion and development from India and Pakistan* (pp. 133-156). New Delhi: Kali for women
- Barrett, R. R. (2000). The power of ritual. In Griffin, W. (Ed.), *Daughters of the Goddess: Studies of identity, healing and empowerment* (pp. 185-200). Walnut Creek, CA: AltaMira press.
- Bertkay, F. (1997). *Women and religion* (pp. 1-16). San Antonio: Blackrose.
- Chhachhi, A. (1994). Identity politics. In Bhasin, K., Menon, R. (Eds.), *Against all odds: essays on women, religion and development from India and Pakistan* (pp. 1-13). New Delhi: Kali for women.
- Gross, R.M. (2001). Menstruation and childbirth as ritual and religious experience among native Australians. In Falk, N.A. & Gross, R.M. (Eds.), *Unspoken worlds: Women's religious lives* (pp. 301-310). Independence, KY: Wadsworth press.
- Harvey, Y. K. (2001). Possession sickness and women shamans in Korea. In Falk, N.A. & Gross, R.M. (Eds.), *Unspoken worlds: Women's religious lives* (pp. 59-65). Independence, KY: Wadsworth press.
- Japinga, L. (1999). Feminist perspectives on the Bible. In *Feminism and Christianity: an essential guide* (pp. 35-53). Nashville: Abingdon press.
- Nadeau, R. L. (2001). Harmonizing family and cosmos: Shamanic women in Chinese religions. In Falk, N.A. & Gross, R.M. (Eds.), *Unspoken worlds: Women's religious lives* (pp. 66-79). Independence, KY: Wadsworth press.
- Peach, L.J. (2002). Women in Judaism. In *Women and world religions* (pp. 157-196). Upper Saddle River, NJ: Prentice hall.
- Ross, R. (2003). Religion and public life: Early traditions of black religious women's activism. In *Witnessing and testifying: Black women, religion and civil rights* (pp. 1-30). Minneapolis: Fortress press.
- Tohidi, N. (2007). Muslim feminism and Islamic reformation: The case of Iran. In Ruether, R. R. (Ed.), *Feminist theologies: Legacy and prospect* (pp. 93-

116). Minneapolis: Fortress press.

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA				
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.				
YES	NO			Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.		Through the reading "Women and religion", we examine the status of women serving in religious institutions. We also study the various manners in which religion both affirms and oppresses women (reading: "Feminist perspectives on the Bible").
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	Anthropology Cultural Geography History	This course incorporates both an Anthropology/Cultural Geography perspective by examining many diverse experiences of women in religions including non-western and western cultures (many of the reading titles from table of contents reflect this anthropological/cultural geographical perspective). The course also incorporates historical elements by focusing on the role of religious women and public life, using the U.S. Civil Rights movement as an example (reading: Religion and public life: Early traditions of black religious women's activism"). Also the historical role of women as Jewish Cantors is examined in the article "Women in Judasim".
		<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 		

ASU--[SB] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p>OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	<p>The distinct methods of inquiry which are used primarily throughout the course are either case studies (readings: "Violence and the feminine in Islam: A case study of the Zikris" and "All our goddesses are armed: Religion, resistance and revenge in the life of a militant Hindu nationalist woman"), ethnographic studies (readings: "Menstruation and childbirth as ritual and religious experience among native Australians", "Possession sickness and women shamans in Korea" and "Harmonizing family and cosmos: Shamanic women in Chinese religions") or personal narratives from women (readings: "Women in Judaism" and "The power of ritual").</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>See table of contents for the course reader. This course clearly furthers the understanding of human interaction through various methods of inquiry including, but not limited to: ethnography, case studies and personal narratives. This course also incorporates the following perspectives when examining women's role in religion: anthropology, history and cultural geography.</p>

ASU--[SB] CRITERIA

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.

Course Prefix	Number	Title	Designation
WST/REL	390	Women in World Religions	SB

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1-Course advances basic understanding regarding human interaction.	Class Discussion	The format of the class is based on class discussion; students are responsible for leading at least two classroom discussions. Students are graded on their discussion questions for the class based upon the assigned readings. The design of these questions are open-ended and contain elements that will provoke critical/scholarly discussion of the texts. In addition to constructing questions for class discussion, students also responsible for answering their own questions, in a brief essay format. On syllabus please see assignments section, under class discussion.
3 and 4-Course illustrates use of social behavioral science perspectives and data	Readings and Final Project	The reading assignment/table of contents included with the syllabus illustrate the examination of social behavioral viewpoints. Students are also required to complete a final project examining the status of women in the religion of their choice. The final project includes a research proposal, presentation and final paper.

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