



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 MAR 4, '09

1. ACADEMIC UNIT: Religious Studies

2. COURSE PROPOSED: REL 393 Religion and Sexuality 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Patricia Power Phone: 5-0642
Mail Code: 314 E-Mail: patricia.power@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

Awareness 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

- 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.

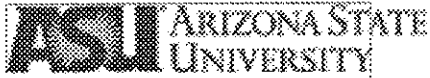
CROSS-LISTED COURSES: No Yes; Please identify courses: _____

Is this a multisection course?: No Yes; Is it governed by a common syllabus? _____

Joel Gerbasi
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 3/4/09



- ASU Home
- Finding Classes, Please Wait
- My ASU
- Colleges & Schools
- Directory
- Map

Class Search & Course Catalog

Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1



Term:

Search:

Subject:

Level:

Campus:

Gen Studies:

Keywords:

Campus	Course	Title	Units	GeneralStudies
TEMPE	REL 393	Religion and Sexuality Examines what issues are involved in incorporating sexuality into religion and how/why religious traditions seek to control sexuality. Academic Group & Organization: Liberal Arts & Sciences - School of Historical and Critical Inquiry Allow multiple enrollments: No Repeatable for credit: No	3	
		Primary course component: Lecture Grading method: Student Option		



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

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Syllabus DISCUSSION QUESTIONS
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Syllabus List of contents of course reader
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	syllabus DISCUSSION QUESTIONS
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. 	
		<ul style="list-style-type: none"> Courses devoted primarily to developing skill in the use of a language – However, language courses that emphasize cultural study and the study of literature can be allowed. 	
		<ul style="list-style-type: none"> Courses which emphasize the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> Courses devoted primarily to teaching skills. 	

Department of Religious Studies

REL 394

Religion and Sexuality

Spring 2008

Instructor: Mariam Cohen

Office: ECA Third Floor

Office Hours: Tuesday, 10:00 am to 1:00 pm

e-mail: Mariam.Cohen@asu.edu

(To reach me, please do not leave telephone messages at the Dept of Religious Studies main office. They will often not reach me. I respond to e-mail messages as promptly as possible.)

Monday, Wednesday, 3:30 to 4:45 pm

Loc.: Social Sciences 205

Line #: 24754

Dept of Religious Studies Main Office

ECA 377. 480-965-7145.

UG Advisor: Pat Power

ECA 326 / 480-965-0642.

Course Description

HU-1 | This class will examine the relationship between religion and sexuality, focusing primarily on two questions. First, what issues are involved in incorporating sexuality as an aspect of religious experience? Secondly, how and why do various religious traditions seek to control sexuality? In the course of examining these questions, we will examine how several religious traditions regulate sexual expression in marriage and in the adherents' relationship to divinity. We will also look at the various meanings given to terms such as "sexuality," "eroticism," "spirituality," and "passion."

Class sessions will be devoted primarily to discussion rather than lecture. Reading the material for class ahead of time will prepare you to participate in the class discussion. Attendance and participation will be a significant factor in your overall grade for this semester.

Knowledge and Skills Goals

This course meets the following Knowledge goals:

1. A general knowledge of the beliefs, practices and institutions of Asian religions, Western religions and Religion in the Americas.
2. A general knowledge of theoretical and methodological issues involved in the study of religion.

This course meets the following Skills goals:

1. The ability to employ interdisciplinary approaches to religion in understanding various social and cultural phenomena.
2. The ability to read and critically evaluate primary and secondary texts and to relate them to religious studies discourse.

3. The ability to combine description and analysis of religious phenomena in written work in such a way as to construct a coherent and cogent argument for an original thesis.

The Outcome goals of this course include:

1. To prepare students for graduate study in religious studies and related fields.
2. To prepare students for graduate professional study in law, medicine, business, journalism, public administration, international relations and other fields.
3. To prepare students for career paths requiring a four year liberal arts degree.
4. To provide students with the capacity for life-long learning and religious literacy.

Required Reading:

: Machacek, D.W., and Wilcox, M.M., (eds)., 2003, *Sexuality and the World's Religions*, ABC-CLIO, Inc.,: Santa Barbara, CA

Manning, C., and Zuckerman, P, (eds), 2005, *Sex and Religion*, Thomson/Wadsworth

Stevens, J., 1990, *Lust for Enlightenment: Buddhism and Sex*, Shambhala: Boston and London

In addition photocopies of a number of other articles and papers will be available in a reader prepared by the Alternative Copy Shop (715 S. Forest Avenue, 480-829-7992).

Requirements & Grading

Grades for this course will be based on attendance and on discussion question essays. There will be no exams for this class. Essentially, your discussion question essays will be a sort of on-going exam spread over the semester.

1) Attendance: Attendance is required and will be taken in class. Attendance will be taken during the first ten minutes of class, and late arrivals may not be counted as present. In addition to verifying your presence, you will be asked to provide one question for class discussion and to answer a question about the readings assigned for that class session. Each element – being present, answering the question, and presenting a question for discussion – will count for one point; thus, you can earn up to three points for attendance at each class session. Since there are 28 class sessions (after the first class meeting), you can earn up to 84 points for attendance.

There are no excused absences in this class. You are either present or not. You cannot make up the attendance quizzes or class discussion questions. If you are not in class when attendance is taken, you will earn no points for those times.

Attendance will count for 20% of your course grade.

2) Discussion question essays: Periodically a group of discussion questions are listed in the syllabus. From each group, you should write a short (three to four page) response to one question. The due date for each of these essays is listed in the syllabus; late submissions will be penalized. There are 10 sets of discussion questions. Each essay will earn up to ten points, so the total for the semester could be 100 points. Since there is no final exam for this course, these discussion question essays essentially are the final exam – stretched out over the semester.

Discussion question essays will count for 80% of your course grade.

Honors Credit: Those students who want to take this class for honors credit, in addition to completing the regular assignments, will be asked to prepare a research paper on a topic related to religion and sexuality. For details, please contact me directly.

Blackboard Information

I will maintain a course website on My Blackboard. You can access this website at my.asu.edu. You will need your ASURITE number and password, which you can obtain at the Computer Commons. This syllabus, the discussion questions, and writing guidelines will be posted there as well as a number of other useful documents and links to other websites. You can also check your grades there. I may post other information and class announcements on the website from time to time, and you will be held responsible for checking these announcements regularly and frequently.

Attendance, Make-ups

Attendance is required and constitutes the basis for a considerable portion of your grade. There are no excused absences.

Disabilities

If you have made arrangements with the Disabled Students' Resources Center to accommodate any special needs you may have, please let me know. If for any reason you experience inadequate provisions in the classroom, please see me so we can take care of the problem.

Withdrawals, and Incompletes

ASU policies regarding withdrawals and incompletes are available at:

<http://students.asu.edu/withdrawal>

Academic Honesty

The Department of Religious Studies abides by ASU's Office of Student Life: "Student Academic Integrity Policy." In the "Student Academic Integrity Policy" manual, ASU defines "'Plagiarism" [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." See: <http://provost.asu.edu/academicintegrity>

Schedule of Assignments and Readings

Wednesday, January 21, 2009 – Introduction and Film: The Good Book of Love

Monday, January 27, 2009 – Film: The Good Book of Love (continued)

Comparative Religion and Sexuality

Wednesday, January 29, 2009 - Christianity

Readings:

Manning, Ch. 6 Christianity

Macheck, Ch. 8: Varieties of Interpretations: Protestantism and Sexuality

Monday, February 2, 2009**Readings:**

Macheck, Ch. 7: The Vatican and the Laity

Segment 1: Discussion questions (due Monday, February 9, 2009)

1. Catholic sexual ethic is based in “natural law.” In this view, what is “natural” about sexuality? According to this view, why are sex outside of marriage and homosexuality “contrary to nature?”
2. Most Christian denominations base their teachings about the relationship between men and women on the story of the Garden of Eden and the Fall. How can that story be interpreted prescriptively or descriptively?
3. How does Luther’s view of marriage as divinely ordained differ from a Catholic view of marriage? What interpretation of Scripture is the basis for each position?

Wednesday, February 4, 2009 – Judaism**Readings:**

Macheck, Ch. 6. Sex in Jewish Law and Culture

Manning, Ch. 5: Judaism

Monday, February 9, 2009**Readings:**

Ner-David, H., (2000), *Taharah and Tumah: Purity and Impurity, in Life on the Fringes: A Feminist Journey toward Traditional Rabbinic Ordination*, JFL Books: Needham, MA, p. 150-176 (in reader)

Segment 2: Discussion questions (due Monday, February 16, 2009)

1. What is the basis for Jewish law making a distinction between men using contraception (such as a condom) and the use of birth control by women? How does traditional Judaism treat male sexuality differently from women’s sexuality?
2. How does Ner-David find a way – within Jewish laws prohibiting contact between a menstruating woman and her husband – for her husband to be with her during labor and childbirth? Why is this sort of reasoning important to her?

Wednesday, February 11, 2009 – Islam**Readings:**

Machacek, Ch 9: Islamic Conceptions of Sexuality

Manning, Ch. 9: Islam

Monday, February 16, 2009**Readings:**

Chishti, SKK, 1987, Female spirituality in Islam, in *Islamic Spirituality: Foundations*, SH Nasr, Ed., Crossroad: New York, p. 199-219 (in reader)

Sherif, MH., 1987, What is *hijab*?, *The Muslim World* LXXVII, p. 151-163 (in reader)

Segment 3: Discussion questions (due Monday, February 23, 2009)

1. Islamic marriage is characterized as a protection against unchastity. How, then, do polygamy and temporary marriage provide this protection?
2. What attractions might there be for a woman converting to Islam in regard to marriage and in regard to veiling (e.g., wearing a headscarf or *hijab*)?

Wednesday, February 18, 2009 – Hinduism

Film: Puja

Readings:

Machacek, Ch. 4: A Union of Fire and Water: Sexuality and Spirituality in Hinduism

Manning: Ch. 2. Hinduism

Monday, February 23, 2009

Readings:

Selection from Butler, W., 1871, *The Land of the Veda*, p. 374-397 (in reader)

Look at the New York Times article on Hindu widows that can be found at

<http://www.washingtonpost.com/wp-dyn/content/article/2005/10/07/AR2005100700471.html> (This is also available as a link on the class website, under Course Documents)

Kipling, R., *The Last Suttee*, 1889 (in reader)

Nanda, S., 2002, *The hijras: An alternative gender in Indian culture*, in *Religion and Sexuality in Cross-Cultural Perspective*, S. Ellingson and M.C. Green, Eds., Routledge: New York and London, p. 137-163 (in reader)

Segment 4: Discussion questions (due Monday, March 2, 2009)

1. Describe the four stages of a Hindu man's life and his sexual orientation at each stage of life.
2. How does the Hindu concept of a bigendered deity differ from a monotheistic concept of deity that transcends gender? What are the implications of this view of divinity for the lives of Hindu widows?
3. Is a hijra a homosexual?

Wednesday, February 25, 2009 – Buddhism

Readings:

Machacek, Ch. 5: Buddhist views on Gender and Desire

Manning: Ch. 4: Buddhism

Lust for Enlightenment, Ch. 1: The Sex Life of the Buddha

Monday, March 2, 2009

Readings:

Lust for Enlightenment, Ch. 2: Extinguish the Flames: Sex and the Puritan Elders

Wednesday, March 4, 2009

Readings:

Lust for Enlightenment, Ch. 4: The Red Thread of Passion: Zen in the Art of Sex

Lust for Enlightenment, Ch. 5. Buddhist Love, Marriage, and Sexual Morality

Gross, RM, 1985, The householder and the world-renunciant: Two modes of sexual expression in Buddhism, *Journal of Ecumenical Studies* 22:81-96 (in reader)

Segment 5: Discussion questions (due Monday, March 16, 2009)

1. How has Buddhism accommodated to the reality that not everyone can seek enlightenment by becoming a celibate monk or nun? That is, what paths to enlightenment are available to the lay Buddhist?
2. Read the Zen koan quoted by Stevens on page 124-5 of *Lust for Enlightenment*. Why did the old woman send the monk away? What better response could the monk have given to the beautiful girl that would have reflected a higher degree of enlightenment?

Monday, March 9, and Wednesday, March 11, 2009 SPRING BREAK**Monday, March 16, 2009 – Hindu and Buddhist tantra****Readings:**

Lust for Enlightenment, Ch. 3: The Jewel in the Lotus: Buddhist Tantra

Bullis, RK, 1998, Biblical tantra: Lessons in Sacred Sexuality, *Theology and Sexuality* 9:101-116 (in reader)

Look at the following websites (these are also available on the class website under Course Documents

<http://www.shivashakti.com/>

<http://hinduism.about.com/library/weekly/aa082501a.htm>

<http://www.haryana-online.com/Culture/tantra.htm>

<http://www.kheper.net/topics/Buddhism/Vajrayana.htm>

<http://www.buddhapia.com/eng/time/4.html>

Segment 6: Discussion questions (due Monday, March 23, 2009)

1. How can sexuality be a path to enlightenment?
2. Tantra has been described as “antinomian.” Explain.
3. The Dalai Lama has said that Tantra is a valid path to enlightenment but that it requires a highly enlightened teacher to pursue it with, and he knows of no one who is that enlightened. Discuss this statement. What are the risks of pursuing this path?
4. Bullis draws from tantra the concept of sexuality as a “sacred energy.” In what ways does his “Biblical tantra” differ from Hindu or Buddhist tantra?

Wednesday, March 18, 2009 – What is marriage?

Film: Marital Sex: A Religious Perspective

Monday, March 23, 2009**Readings:**

- Greenberg, B., 1985, Marriage in the Jewish tradition, *Journal of Ecumenical Studies* 22: 3-20 (in reader)
- Carmody, DL, 1985, Marriage in Roman Catholicism, *Journal of Ecumenical Studies* 22: 28-40 (in reader)
- Yates, W., 1985, The Protestant view of marriage, *Journal of Ecumenical Studies* 22: 41-54 (in reader)
- Al Faruqi, LLI, 1985, Marriage in Islam, *Journal of Ecumenical Studies* 22: 55-68 (in reader)
- Sharma, A., 1985, Marriage in the Hindu religious tradition, *Journal of Ecumenical Studies* 22: 69-80 (in reader)
- Thatcher, A., 1998, Beginning marriage: Two traditions, in *Religion and Sexuality*, M. Hayes, W. Porter, and D. Tombs, eds., Sheffield Academic Press: Sheffield, England, p.415-426 (in reader)

Mysticism and Sexuality

Wednesday, March 25, 2009 -- Song of Songs

Readings:

- Carr, DM, 2003, *The Erotic Word*, Chapters 8-10: The Garden of the Song of Songs Amidst the Writings, p. 91-154 (in reader)
- An Orthodox Jewish translation of the Song of Songs (in reader)
- Sviri, S., 1995, The Song of Songs: Eros and the mystical quest, in *Jewish Explorations of Sexuality*, J. Magonet, ed., Berghahn Books: Providence and Oxford, p. 41-50 (in reader)
- Louth, A., Eros and Mysticism: Early Christian Interpretation of the Song of Songs, in J. Ryce-Menuhin, Ed., *Jung and the Monotheisms: Judaism, Christianity, and Islam*, Routledge: New York and London, p. 241-245 (in reader)

Segment 7: Discussion questions (due Wednesday, April 1, 2009)

1. Describe how the Song of Songs can be read in the following ways: plain meaning, allegorical, mystical, exegetical.
2. If you were a member of a special commission re-evaluating what texts should be considered as sacred Christian texts, how would you argue for (or against) the continued inclusion of the Song of Songs among them?
3. Origen described spiritual development as a progression from darkness into light and Gregory of Nyssa described spiritual development as progression from light into darkness. How does Gregory use the metaphors of the Song of Songs to justify his position that God is encountered in darkness?

Monday, March 30, 2009 – Islamic mysticism – Sufism

Film: "I am a Sufi, I am a Muslim"

Film: "Rumi: Poet of the Heart"

Wednesday, April 1, 2009

Readings:

- Koovackal, G., 1993, Sufi spirituality, in *Islamic Spirituality*, A. Thottakara, ed., Rome: Centre for Indian and Inter-Religious Studies (in reader)
- Hoffman-Ladd, V.J., 1992, Mysticism and sexuality in Sufi thought and life, *Mystics Quarterly* 18: 82-93 (in reader)
- Elias, J. J., 1988, Female and feminine in Islamic mysticism, *Muslim World* 78:209-224 (in reader)

Monday, April 6, 2009 – Kabbalah

Film: Secrets of Kabbalah

Wednesday, April 8, 2009**Readings:**

- Matt, D. C., 1995, Introduction: A Glimpse of the Orchard, in *The Essential Kabbalah: The Heart of Jewish Mysticism*, HarperSanFrancisco, p. 1-17 (in reader)
- Gottlieb, F., 1994, The Kabbala, Jung and the Feminine, in J. Ryce-Menuhin, Ed., *Jung and the Monotheisms: Judaism, Christianity, and Islam*, Routledge: New York and London, p. 63-73 (in reader)
- Kaplan, A., Ch. 17 Between Man and Woman, in *Jewish Meditation: A Practical Guide*, Schocken Books, p. 154-159 (in reader)

Segment 8: Discussion questions (due Tuesday, April 15, 2008)

1. How do the roles of women as mystics differ between the Sufi and kabbalist mystics? Why do these two traditions give women such different roles?
2. Celibacy is not an option for a Jewish kabbalist. Why?
3. What is the role of sexual union in a kabbalist's marriage in relation to a mystical unification?

Monday, April 13, 2009

Film: Mystic Women of the Middle Ages: Visions of Prophecy, Voices of Power
Film: Mystic Women of the Middle Ages: Margery Kempe

Selections from medieval Christian women visionaries (in reader)

Giles, M. E., 1982, Chapter 1: The Feminist Mystic, in *The Feminist Mystic and Other Essays on Women and Spirituality*, M.E. Giles, ed., Crossroad: New York, p. 6-38 (in reader)

Wednesday, April 15, 2009**Readings:**

- McGinn, B., 1992, The Language of Love in Christian and Jewish Mysticism, in S. T. Katz, Ed., *Mysticism and Language*, Oxford University Press: New York and Oxford, p. 202-235 (in reader)
- Hood, R., and Hall, J., 1980, Gender differences in the description of erotic and mystical experiences, *Review of Religious Research* 21:195-207 (in reader)
- Kohn, ME, 1997, The metaphor of the erotic union in St. John of the Cross, in *Wagering*

on *Transcendence: The Search for Meaning in Literature*, P. Carey, Ed., Sheen and Ward: Kansas City, p. 50-62

Segment 9: Discussion questions (due Thursday, April 22, 2009)

1. How do Margery Kempe's and Gertrude's visions of erotic union with Christ illustrate Richard of St. Victor's description of "sacred love," and his assertion that the love of God is most superior when it is characterized as *amor insatiabilis*?
2. Does the study by Hood and Hall suggest reasons why Christian mystics seem predominantly to be women rather than men? Do the metaphors used by St. John of the Cross fit Hood and Hall's hypotheses?

Special Topics – Homosexuality, Celibacy, Religious Sexual Abuse

Monday, April 20, 2009 – Homosexuality

Film: Selections from interviews with rabbis from "Trembling Before God"

Readings:

Greenberg, S., 2004, *Wrestling with God and Men: Homosexuality in the Jewish Tradition*, The University of Wisconsin Press, Ch. 3 (Leviticus) and Ch. 4 (Lesbian Omissions), p. 74-98 (in reader)

Wednesday, April 22, 2009

Readings:

Machacek and Wilcox, *Sexuality and the World's Religions* – Chapter 11 (Innovation in Exile: Religion and Spirituality in Lesbian, Gay, Bisexual, and Transgender Communities), p. 323-358

Segment 10: Discussion questions (due Thursday, April 29, 2009)

1. What alternatives are there for gay men or women who find their religious tradition to be too condemning of their sexuality?
2. Each of the rabbis interviewed in the film proposes a different way of advising a homosexual man. Discuss these options and how acceptable they may be for a Jewish homosexual man? Can this advice be applicable to a homosexual man in a different religious tradition?
2. How does Rabbi Greenberg read the Jewish texts regarding male homosexual acts and lesbian sexuality as possibly not prohibited?

Monday, April 27, 2009 – Celibacy

Readings:

Swenson, D., 1998, Religious differences between married and celibate clergy: Does celibacy make a difference?, *Sociology of Religion* 59:37-43 (in reader)

Igboanyika, SUN, 2003, The history of priestly celibacy in the church, *AFER* 45:98-105 (in reader)

Norris, K., 1996, Celibate passion, *Christian Century* 113:331-334 (in reader)

Wednesday, April 29, 2009 – Sexual abuse in religious context

Readings:

Manning -- Boeri, M. W., (2005), Ch. 8: The Children of God, pp. 160-180
Puttick, E., The problem of sexual abuse in new – and old – religions, In *Religion and Sexuality*, M.A. Hayes, W. Porter, and D. Tombs, Eds., Sheffield Academic Press, 1998 (in reader)

Monday, May 4, 2009 – Last class – Summary and Reflections

Reading:

Manning – Introduction, p. 1-17

Manning – Sex and Religion: Concluding reflections, p. 198-204

HU-2

**Religion and Sexuality
Spring 2008**

Reader Contents

Ner-David, H., (2000), *Taharah and Tumah: Purity and Impurity*, in *Life on the Fringes: A Feminist Journey toward Traditional Rabbinic Ordination*, JFL Books: Needham, MA, p. 150-176

Chishti, SKK, 1987, Female spirituality in Islam, in *Islamic Spirituality: Foundations*, SH Nasr, Ed., Crossroad: New York, p. 199-219

Sherif, MH., 1987, What is *hijab?*, *The Muslim World* LXXVII, p. 151-163

Selection from Butler, W., 1871, *The Land of the Veda*, p. 374-397

Kipling, R., *The Last Suttee*, 1889

Nanda, S., 2002, The hijras: An alternative gender in Indian culture, in *Religion and Sexuality in Cross-Cultural Perspective*, S. Ellingson and M.C. Green, Eds., Routledge: New York and London, p. 137-163

Gross, RM, 1985, The householder and the world-renunciant: Two modes of sexual expression in Buddhism, *Journal of Ecumenical Studies* 22:81-96

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Carr, DM, 2003, *The Erotic Word*, Chapters 8-10: The Garden of the Song of Songs Amidst the Writings, p. 91-154

An Orthodox Jewish translation of the Song of Songs

- Sviri, S., 1995, The Song of Songs: Eros and the mystical quest, in *Jewish Explorations of Sexuality*, J. Magonet, ed., Berghahn Books: Providence and Oxford, p. 41-50
- Louth, A., Eros and Mysticism: Early Christian Interpretation of the Song of Songs, in J. Ryce-Menuhin, Ed., *Jung and the Monotheisms: Judaism, Christianity, and Islam*, Routledge: New York and London, p. 241-245
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- Elias, J. J., 1988, Female and feminine in Islamic mysticism, *Muslim World* 78:209-224
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- Giles, M. E., 1982, Chapter 1: The Feminist Mystic, in *The Feminist Mystic and Other Essays on Women and Spirituality*, M.E. Giles, ed., Crossroad: New York, p. 6-38
- McGinn, B., 1992, The Language of Love in Christian and Jewish Mysticism, in S. T. Katz, Ed., *Mysticism and Language*, Oxford University Press: New York and Oxford, p. 202-235
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Course Prefix	Number	Title	Designation
REL	393	Religion and Sexuality	HU

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, Emphasize the study of values, of the development of philosophies, of religion, ethics or belief systems and/or aesthetic experience	The values regarding and conceptualization of human sexuality (sexual activity, marriage, etc.) are compared among several religious traditions. The role of the erotic in mystical traditions is also discussed extensively.	Syllabus -- see specific lists of assigned topics and readings
2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts and/or the historical development of textual traditions	A wide variety of primary sources are required reading, and students are expected to demonstrate comprehension and interpretation in written essays.	Syllabus -- see list of assigned readings Contents list for course reader
4. a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought	The ways a variety of religious traditions have handled issues around human sexuality are explored and compared throughout the course.	Syllabus -- see specific lists of assigned topics and readings