

1.) DATE: <b>03-02-2017</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED:      Prefix: <b>REL</b> Number: <b>290</b> Title: <b>Women and World Religions</b> Credits: <b>3</b>  CROSS LISTED WITH:      Prefix: <b>WST</b> Number: <b>290</b> ; Prefix:      Number:      ; Prefix:      Number:      ;  Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:	
4.) COMMUNITY COLLEGE INITIATOR: <b>JULIE WASKOW</b> PHONE: <b>623-845-3867</b> FAX:	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) <u>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</u> <b>Core Areas:</b> <u>Select core area...</u> <b>Awareness Areas:</b> <u>Global Awareness (G)</u>	
6.) <b>On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.</b>	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> <b>DECREL, SGS, WST</b> prefix <input type="checkbox"/> Elective  Current General Studies designation(s): <b>HU, G</b>  Effective date: <b>2017 Spring</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director:	Chair/Director Signature:

AGSC Action:      Date action taken:       Approved       Disapproved

Effective Date:

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

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

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Official MCCCDCourse Description, Competencies, and Outline; Course Syllabus; Course Readings
		<b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	Official MCCCDCourse Description, Competencies, and Outline; Course Syllabus; Course Readings
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> <b>The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</b>	Official MCCCDCourse Description, Competencies, and Outline; Course Syllabus; Course Readings
<input type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”	

Course Prefix	Number	Title	Designation
REL	290	Women and World Religions	Global Awareness (G)

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p><b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p><b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p><b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</p>
<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>The course examines the contemporary practice of world religions in many countries and regions outside the United States: India, China, Japan, the Middle East/North Africa, and Europe.</p>	<p>A primary focus of the course is on learning about contemporary issues in non-U.S. cultures and societies. General: Competencies 1, 2, 3, 4, 5, 6, 7, 8, and 12 require a focus on contemporary issues throughout the world. Syllabus: Weeks 3-16 Readings: See syllabus for reading list for each week. Specific: Competencies 4 through 8 require a focus on contemporary issues within particular non-U.S. countries and regions: India, China, Japan, the Middle East, and Europe. Syllabus: Weeks 3-16 Readings: See syllabus for reading list for each week.</p>
<p>2.a. In-depth area studies concerned with an examination of culture-specific elements of a region, country, or cultural group.</p>	<p>This course examines the cultural significance of women and their religious customs as practiced in India, China, Japan, Tibet, the Middle East/North Africa, Europe, and the Americas.</p>	<p>Competencies 4 through 8 require that the course provide in-depth cultural studies of women and religious practices in five countries or regions outside the United States: India, China, Japan, Tibet, the Middle East/North Africa, and Europe. Syllabus: Weeks 3-16</p>

**Global Awareness [G]**

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<p>2.c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	<p>The majority of the course content compares and contrasts the cultural significance of women and their religious customs within and between different regions of the world (mostly non-U.S.).</p>	<p>The entire course focuses on comparative cultural studies: both within cultures (e.g. diversity of Middle Eastern Islams or diversity of Indian Hinduisms). This focus is required by Competencies 1, 2, 3, &amp; 9, but is also dictated by Competencies 4-6. See previous entries for the content in the syllabus (Weeks 3-16) and readings that corresponds to these competencies.</p>
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### Women and World Religions

Course: **REL290**

Lecture **3** Credit(s) **3** Period(s) **3** Load

Course Type: **Academic**

First Term: **2012 Spring**

Load Formula: **S**

Final Term: **Current**

**Description:** Focus on the role of women in several organized religions and/or religious sects. Study of myth and symbols as they are used to establish, maintain, and enforce sex-roles within specific cultural contexts around the world.

**Requisites:** Prerequisites: None.

**Course Notes:** General Education Designation: Global Awareness [G]

General Education Designation: Humanities & Fine Arts [HU]

#### Course Attributes:

General Education Designation: Global Awareness - [G]

General Education Designation: Humanities and Fine Arts - [HU]

**Cross-References:** WST290

### MCCCD Official Course Competencies

1. Distinguish the characteristics of female deities in selected prehistoric societies and contemporary indigenous religious traditions. (I)
  2. Assess the significance of selected contemporary woman-centered religious traditions with those of male-centered religious traditions around the world. (II, III, IV, V, VI, VII)
  3. Compare and contrast the symbols related to male and female deities in religions around the world. (I, II, III, IV, V, VI, VII)
  4. Compare and contrast Indian culture and women's contemporary roles with their place in Hindu religious literature and art (II)
  5. Compare and contrast Chinese culture and women's contemporary roles in China with their place in Chinese Buddhist religious art and literature. (III)
  6. Compare and contrast Japanese culture and women's contemporary roles in Japan with their place in Japanese Buddhist the religious art and literature. (IV)
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7. Compare and contrast Middle Eastern culture and women`s contemporary roles in Middle East with their places in religious literature and art in Judaism, Christianity, and Islam. (V)
  8. Compare and Contrast European culture and women`s contemporary roles in Europe with their place in religious literature and art in Judaism, Christianity, and Islam movements. (VI)
  9. Compare and contrast contemporary American women`s cultural roles in Hinduism, Buddhism, Judaism, Christianity, and Islam and new religious movements as practiced in the United States. (VII)
  10. Assess the significance of selected contemporary women- centered religious traditions with those of male- centered religious traditions. (V)
  11. Critique selected contemporary feminist religious movements. (VI)
  12. Compare and contrast women-centered religious movements with traditional religions. (II, III, V, VI)
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## MCCCD Official Course Outline

### I. Female in Ancient and Indigenous Religious Traditions

- A. Early goddess cultures
- B. Shift from female to male deities
- C. Myths and symbols relating to gender

### II. Indian Culture: Women and Hinduism

- A. The roles of women in Hinduism and Indian culture and society
- B. Indian myths and symbols relating to women`s roles in Hinduism

### III. Chinese Culture: Women and Buddhism

- A. The roles of women in Chinese Buddhism, Chinese culture and society
- B. Chinese myths and symbols relating to women`s roles in Chinese Buddhism

### IV. Japanese Culture: Women and Buddhism

- A. Roles of women in Japanese Buddhism, Japanese culture and society
- B. Myths and symbols relating to women`s roles

### V. Middle Eastern Culture: Women, Judaism, Christianity, and Islam

- A. The roles of Middle Eastern women in Judaism, Christianity, and Islam
  - B. Middle Eastern traditions relating to women`s roles in Judaism, Christianity, and Islam
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VI. European Culture: Women, Judaism, Christianity, and Islam

- A. The roles of European women in Judaism, Christianity, and Islam
- B. European traditions relating to women`s roles in Judaism, Christianity, and Islam

VII. Women and Religion in the United States

- A. The changing roles of women in the United States
  - B. Dominant religious practices and belief systems regarding women`s roles in contemporary American culture
  - C. Women and new religious trends
  - F. Others
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Last MCCCCD Governing Board Approval Date: **6/28/2011**

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All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



## **SAMPLE SYLLABUS**

### **WOMEN & WORLD RELIGIONS (REL/WST290)**

**Glendale Community College**

**Instructor:** Dr. Julie Waskow

**Office:** 07-125 (Main Campus)

**Semester:** XXXX

**Sections:** REL: XXXXX; WST: XXXXX

**Meetings:** XXXX

**Phone:** 623.845.3867\*email PREFERRED to guarantee prompt response from me

**Email:** [julie.waskow@gccaz.edu](mailto:julie.waskow@gccaz.edu) or message me through Canvas

**Office hours:** XXXXX

**STUDENT RESPONSIBILITY:** All students registered for this course are required to abide by the guidelines and requirements outlined in this syllabus. Moreover, students are responsible for knowing their rights and responsibilities as a GCC student as outlined in the 2016-2017 *College Catalog* and *Student Handbook*.

**COURSE DESCRIPTION:** Focus on the role of women in several organized religions and/or religious sects. Study of myth and symbols as they are used to establish, maintain, and enforce sex-roles within specific cultural contexts around the world. Prerequisites: None.

#### **TEXTS:**

- *Women and Goddesses in Myth and Sacred Texts: An Anthology* (Tamara Agha-Jaffar, any edition); (2) copies on reserve at GCC Main Library and (1) copy on reserve at GCC North Library
- All other assigned readings available online through Canvas, ON RESERVE at GCC Main Library or through the *GCC Library articles and databases collection*: <http://lib.gccaz.edu/lmc/databases/bysubject.cfm>
- See all reading assignments below.

#### **OFFICIAL COURSE COMPETENCIES:**

1. Distinguish the characteristics of female deities in selected prehistoric societies and contemporary indigenous religious traditions. (I)
2. Assess the significance of selected contemporary woman-centered religious traditions with those of male-centered religious traditions around the world. (II, III, IV, V, VI, VII)
3. Compare and contrast the symbols related to male and female deities in religions around the world. (I, II, III, IV, V, VI, VII)

4. Compare and contrast Indian culture and women's contemporary roles with their place in Hindu religious literature and art (II)
5. Compare and contrast Chinese culture and women's contemporary roles in China with their place in Chinese Buddhist religious art and literature. (III)
6. Compare and contrast Japanese culture and women's contemporary roles in Japan with their place in Japanese Buddhist the religious art and literature. (IV)
7. Compare and contrast Middle Eastern culture and women's contemporary roles in Middle East with their places in religious literature and art in Judaism, Christianity, and Islam. (V)
8. Compare and contrast European culture and women's contemporary roles in Europe with their place in religious literature and art in Judaism, Christianity, and Islam movements. (VI)
9. Compare and contrast contemporary American women's cultural roles in Hinduism, Buddhism, Judaism, Christianity, and Islam and new religious movements as practiced in the United States. (VII)
10. Assess the significance of selected contemporary women- centered religious traditions with those of male-centered religious traditions. (V)
11. Critique selected contemporary feminist religious movements. (VI)
12. Compare and contrast women-centered religious movements with traditional religions. (II, III, V, VI)

**GUIDING QUESTIONS:** Our goal is to rigorously pursue women as the agents and actors in the religious expression of their lives. We will need to think about and attempt to answer the following questions throughout the course:

- How is women's spiritual quest experienced and explored?
- How do women experience their relationship with the sacred, give voice to it, and describe it?
- What rituals and roles do women participate in? From what rituals and roles are they excluded, or more likely, exempted?
- What religious rituals, lives, and communities have women created for themselves?
- What authority and power have women held in religion in both the domestic and public spheres?
- What influence have women had on the creation and transmission of knowledge about religion?

In asking these questions, we will consider *three dimensions of scholarship* about women and religion:

**Descriptive:** We will seek women's voices, discover women's experiences, and assess their contributions to the shaping of different religious traditions.

**Critical:** We will examine cases in which religion has provided or provides women opportunities for agency in the public sphere. However, we must also reflect on the invisibility, marginalization, and subordination of women in religious history and in religious practices in society.

**Methodological:** We will look at how scholars of religion research differently in order to locate the gendered experience of religion. This requires us to examine how standard research methods are being modified and refined in order to take gender into account.

## READING ASSIGNMENTS and FILM CLIPS:

### Unit 1: (Weeks 1-2) Introduction to the Study of Women and Religion

- Eller, Cynthia. "The Birth of a New Religion." *Women and World Religions*, edited by Lucinda Peach, Pearson Education, 2002, pp. 354-363. (Available through On Reserve at GCC Library)
- Christ, Carol. "Why Women Need the Goddess: Phenomenological, Psychological, and Political Reflections." *Women and World Religions*, edited by Lucinda Peach, Pearson Education, 2002, pp. 364-373. (On Reserve at GCC Library)
- *Women and Goddesses in Myth and Sacred Texts* : Isis (Egyptian), Tiamat (Babylonian), and Demeter and Persephone (Greek)
- (3) Articles of your choice from the Introduction Module in Canvas
- Film clip: Wimmin's/Womyn's Spirituality: Z Budapest and Dianic Wicca

### Unit 2: (Weeks 3-5) Women and Hinduism

- Wadley, Susan. "Hindu Women's Family and Household Rites in a North Indian Village." *Unspoken Worlds: Women's Religious Lives*. 3rd ed. Belmont: Wadsworth/Thomson Learning, 2001. 103-13. (On Reserve at GCC Library)
- *Women and Goddesses in Myth and Sacred Texts* : Sita and Kali
- (3) Articles of your choice from the Women and Hinduism Module in Canvas
- Film clips: Arranged Marriage in India; Dowry Deaths in India; Sterilization Camps in India; Child Birthing Rituals Among Rural Hindu Women (Images)

### Unit 3: (Weeks 6-7) Women and Buddhism

- Martin, Elaine. "Rethinking the Practice of Mizuko Kuyo in Contemporary Japan: Interviews with Practitioners at a Buddhist Temple in Tokyo." University of Alabama. (n.d.). Web. 24 July 2015. (Link available through Canvas)
- Wilson, Jeff. "'Deeply Female and Universally Human': The Rise of Kuan-Yin Worship in America." *Journal of Contemporary Religion* 23.3 (2008): 285-306. (Link available through Canvas)
- *Women and Goddesses in Myth and Sacred Texts* : Amaterasu (Japanese); Kuan-Yin/Miao-shan (Chinese)
- (3) Articles of your choice from the Women and Buddhism Module in Canvas
- Film clips: Choice for a Chinese Woman: Enlightenment in a Buddhist Convent; Everywoman: Thai Nuns Fight for Recognition; Tibetan Child-Birthing Rituals (Images)

### Unit 4: (Weeks 8-10) Women and Judaism

- Antler, Joyce. "Jewish Women." *Reader's Companion to U.S. Women's History*. 292-295. US: Houghton Mifflin Harcourt Publishing Company, 1998. History Reference Center. Web. 7 July. 2016. (Available through GCC Library online) (<https://lib.gccaz.edu/lmc/index.cfm> (Links to an external site.) > search ebooks and enter title and log in to read)
- *Women and Goddesses in Myth and Sacred Texts* : Lilith (Jewish Midrash) and Eve (Genesis)
- (3) Articles of your choice from the Women and Judaism Module in Canvas
- Film clips: Return of Sarah's Daughters: Women in Orthodox and Reconstructionist Judaism; Touring a Mikveh

### Unit 5: (Weeks 11-13) Women and Christianity

- Sawyer, Deborah. "Sisters in Christ or Daughters of Eve?" *Women and World Religions*, edited by Lucinda Peach, Pearson Education, 2002, pp. 215-226. (On Reserve at GCC Library)
- Stark, Rodney. "Reconstructing the Rise of Christianity: The Role of Women." *Sociology of Religion* 56.3 (1995): 229-244. *Religion and Philosophy Collection*. Web. 24 July 2016.

- *Women and Goddesses in Myth and Sacred Texts* : Mary, Gospel of Luke
- (3) Articles of your choice from the Women and Christianity Module in Canvas
- Film clips: The Women Around Jesus; Women in Early Christianity; Women as Nuns and Abbesses through the Reformation; Vision: From the Life of Hildegard von Bingen

Unit 6: (Weeks 14-16) Women and Islam

- Wadud, Amina. "Chapter 4: Rights and Roles of Women." *Qur'an and Woman: Rereading the Sacred Text from a Woman's Perspective*. New York: Oxford UP, 1999. 62-93. Print. (On Reserve at GCC North and GCC Main Libraries OR you can access online version through the GCC Library: (Click "eBook Full Text">Log in with your MEID to read)
- Kirmani, Nida, and Isabel Phillips. "Engaging with Islam to Promote Women's Rights." *Progress in Development Studies* 11.2 (2011): 87-99. Academic Search Complete. Web. 24 July 2016. (Available through GCC Library online)
- *Women and Goddesses in Myth and Sacred Texts* : Haawa and Maryam (Selections from the *Qur'an*)
- (3) Articles of your choice from the Women and Islam Module in Canvas
- Film: Arranged -- Interfaith friendship and learning between two young women: Jewish (Orthodox) and Muslim (Syrian)

**ASSESSMENT AND GRADING: (See Canvas grade book for all of your grades.)**

Participation (2 pts per class meeting = 62 pts total)	62 pts
Online Quizzes in Canvas (6 x 25 pts each = 180 pts total)	150 pts
Reading Checks (3 x 40 pts each = 120 pts total)	120 pts
Contrasting Cultural Context Presentation (Canvas) + Annotated Bib	100 pts
Religious Woman Spiritual Biography Report (Interview Based)	<u>50 pts</u>
	482 pts total

**A = 434 - 482 total points for the semester**

**B = 386 - 433 total points for the semester**

**C = 337 - 385 total points for the semester**

**D = 289 - 336 total points for the semester**

**F = 288 total points and below for the semester**

1. **Participation – (62 points total):** Attendance will be taken at the start of every class. You will have your own sign-in page in a class folder. Up until the 45<sup>th</sup> day, the instructor may exercise her right to drop you if she is not notified by your third consecutive absence (official, excused absences must be verified with appropriate paperwork. If you are absent from a class meeting, even for an excused absence, you may not earn the 2 points for participation; those points may be earned back through extra credit available on the three tests (3 extra credit points per test). **PLEASE NOTE: If you arrive more than 5 minutes late or leave early, you will not receive participation credit.**

2. **Online Quizzes in Canvas -- (25 pts each x 6 = 150 total):** You will take (6) online, timed (30 minute), open-note/open-book, content-based quizzes in Canvas. Each quiz will be made available the day we review each completed unit and will remain open for one week (including weekends); the quiz will be available until 11:59 p.m. on the last day. **If you fail to complete your quiz by the deadline, you will receive a zero;** there are NO make-up quizzes or extensions. Do NOT wait until the last hour before the quiz is due to complete the assessment in case you encounter a technical problem or get shut out of the quiz before completion. \*\*\**Please note* that at the end of each unit in your class notebook, you will find a section titled, **“Women to Know”** featuring prominent, historical and contemporary women within each religious tradition we cover. ***It will be your responsibility to research these women outside of class.*** You will be expected to know their significant religious roles or contributions for the quizzes. We will review for quizzes during the class meetings preceding each quiz; study guides are already posted in Canvas.

3. **Reading Checks – (40 pts each x 3 = 120 total)** You will complete (3) in-class, closed-note/closed-book reading checks. These 40-point short answer/short essay tests will assess your basic understanding of the assigned readings for each unit -- additionally, you will be asked to report on two articles of your own choosing (for each unit). **You may only make up a missed reading check with an official document** (from a doctor, court order, etc.) as evidence of your excused absence; make-up reading checks must be completed at the GCC Testing Center within one week of the official test date. To prepare for your reading checks, be sure to a) complete **all** assigned readings, b) note the authors' thesis or overarching point for each academic article you read -- and be prepared to provide three points of support for each thesis, and c) be able to summarize each myth you are assigned per unit.

4. **Contrasting Cultural Contexts Project/Presentation (100 pts total)** You will complete (1) project this semester to post in Canvas to share with your classmates. You will choose (1) major world religion and generate a project that considers women's faith, roles, and rituals in (2) different cultural contexts. For instance: you may consider Buddhist women's experiences within Chinese and Thai contexts and you could note the differences in women's religious dress, religiously-significant food rituals, and specific women's rituals (relating to menstruation, childbirth, marriage, or death). Other points of contrast or consideration may be women's education, property rights, or women's issues specific to a particular cultural context (e.g. female infanticide, child marriage, mehendi/ritual body ornamentation, etc.). You will need to select your topic from a pre-set list I've created through Sign-Up Genius by the end of the second week of classes. Ultimately, you will present your findings both visually/orally via your presentation, and in writing. Your visual presentation may be in Powerpoint or Prezi or comparable presentation program with voice over commentary (be sure to provide bibliographic citations in MLA format for each image you pull from the internet!). Your written presentation will be in the form of an annotated bibliography, in which you outline and summarize each of the academic sources utilized for your project. Please see attachment for more details.

5. **Religious Woman Biography Report (Interview based) – (50 pts)** You will complete an informal interview with a woman of a **different religion than your own** and report your findings in a 3-4 page (double-spaces, 12 point font, minimum 750 word) essay. You will have an opportunity to generate questions with the help of your classmates during one class meeting. Your report should focus on two main areas: 1) ways in which your interviewee's religious life is different from your own and 2) ways in which your interviewee's experiences connect (or do not connect) with our course materials. You will need to provide contact information for your interviewee for validation purposes (in lieu of a bibliographic citation).

**WEEKLY CALENDAR:**

I will maintain a class schedule in the Announcements section of our Canvas classroom outlining what we will do each class meeting of every week of the semester (including lecture/discussion topics, assignment reminders, quiz and reading check dates, etc.).

**UNACCEPTABLE DISRUPTIVE BEHAVIORS:**

The following are considered SERIOUS AND DISRESPECTFUL DISRUPTIONS TO THE LEARNING ENVIRONMENT FOR YOU AND OTHERS IN THE CLASS – including me:

- 1. Texting or use of your cell phone or other electronic devices during class**
- 2. Social chatting/passing notes during class/films**
- 3. Walking out during class/films unless instructor has been provided a doctor’s note to justify the disruption**
- 4. Disrespectful interactions with other students or the instructor.
- 5. Talking out of turn or attempting to dominate conversations during class – your classmates have valuable ideas to share: let them

**ACADEMIC MISCONDUCT:**

Please see your student handbook for a description of academic misconduct. First offense: I will issue a warning and you will earn a ZERO (0) for your assignment, quiz, or test. Second offense: I will fail you for the course. If I see your cell phone out at any time during an assessment, it will be considered an attempt to cheat and you will earn a zero on that assessment.

**RECORDING LECTURES:**

Students are permitted to record lectures *for their own use only*.

**DISABILITY SERVICES:**

Please let me know during the first week of class, if you require extra assistance or accommodations inside or outside of the classroom. I will attend to those requests, approved by Disability Services and Resources (DSR) immediately.

**DISCLAIMER STATEMENT:**

Course content may vary from this outline to meet the needs of this particular group; any changes will be provided to students in the form of a syllabus addendum.

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**Contrasting Cultural Contexts Project/Presentation (100 pts total)**

You will complete 1 project this semester to present to share with your classmates via Canvas.

**Step 1:** Select 1 major world religion: -- Hinduism, Buddhism, Judaism, Christianity, Islam

**Step 2:** Conduct research *through GCC's library* (and online, so long as you restrict your sources to reputable .edu and .org websites – NO WIKIPEDIA!) Librarians at both North and Main campus libraries are available to assist you with your research. Within the frame of your major world religion of choice, you will generate a project that considers women's faith, roles, and rituals in (2) *different cultural contexts*. For instance: you may consider Muslim women's experiences within Iran and Moroccan contexts and you could note the differences in women's religious dress, religiously-significant food rituals, and specific women's rituals (relating to menstruation, childbirth, marriage, or death). Other points of contrast or consideration may be women's education, property rights, or women's issues specific to a particular cultural context (e.g. female infanticide, child marriage, mehendi/ritual body ornamentation, etc.). You will need to select your topic from a pre-set list in Sign-Up Genius by the end of the second week of classes.

**Step 3:** Compile and organize your findings in two formats: a) a 10-15 minute Powerpoint or Prezi **presentation** to be posted in Canvas (you must provide visuals to demonstrate the differences across contexts and a **brief handout** of the differences outlined for your classmates; be sure to provide bibliographic citations in MLA format for each image you pull from the internet! and b) an **annotated bibliography** of your findings (I will cover strategies for writing annotated bibliographies with you and post helpful resources in Canvas.) In short, through your annotated bib, you will outline and summarize each of the academic sources utilized for your project -- *be sure to meet the minimum 150 word count for each annotation!*

**Step 4:** Submit your presentation and annotated bib to me via email: [julie.waskow@gccaz.edu](mailto:julie.waskow@gccaz.edu) by the due date posted in Canvas.

## PROJECT RUBRICS

### Class Presentation (50 pts)\*

#### *Student Handout*

10 pts: Complete, clear, well-organized outline of differences between the contexts

#### *Visual/Oral Presentation*

5 pts: Demonstrates (2) different cultural contexts identifying each on a world map to the class

5 pts: Demonstrates *at least* (1) major point of difference between the cultural contexts relating to religious art/iconography, music, or other form of creative, religious expression with brief explanation of uniqueness

5 pts: Demonstrates *at least* (1) major point of difference between the cultural contexts relating to religious architecture with brief explanation of uniqueness

5 pts: Demonstrates *at least* (1) major point of difference between the cultural contexts relating to holy days/religious festivals with brief explanation of uniqueness

5 pts: Demonstrates *at least* (1) major point of difference between the cultural contexts relating to a fourth category of student choice with brief explanation of uniqueness

5 pts: Overall, provides a complete, clear, well-organized outline of differences between the cultural contexts in approximately 10 minutes

10 pts: Includes an MLA style bibliographic citation for each image included in the presentation at the very end

**Annotated Bibliography of Sources for Class Presentation (50 pts)\***

10 pts: Citations adhere to MLA guidelines and are listed in alphabetical order

10 pts: Includes a *minimum* of (6) **academically-appropriate** sources (please ask me or ask a librarian if you are unsure of the appropriateness of your sources!)

30 pts: Annotations include (approximately) **150-250 word summaries** of each source; do not include the bib citations for your images in this bibliography

**\*Points per error will be deducted from the presentation and bibliography for grammatical and spelling errors. Be sure to proofread your work before submission!**



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IN MYTH  
AND  
SACRED  
TEXT

An Anthology



TAMARA  
AGHA-JAFFAR

Women and  
Goddesses in  
Myth and  
Sacred Text



# Women and Goddesses in Myth and Sacred Text

An Anthology

Edited by

Tamara Agha-Jaffar

*Kansas City Kansas Community College*



PEARSON  
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London Toronto Sydney Tokyo Singapore Madrid  
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