

1.) DATE: 04-04-2017	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: REL Number: 291 Title: Religion and Sexuality Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: JULIE WASKOW PHONE: 623-845-3867 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.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <u>Core Areas:</u> Select core area... <u>Awareness Areas:</u> Global Awareness (G)	
6.) 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.	
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"/> DECREL prefix <input type="checkbox"/> Elective Current General Studies designation(s): HU, G Effective date: 2017 Spring 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.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must 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
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Official MCCCDCourse Description, Competencies, and Outline; Course Syllabus; Course Readings
<input type="checkbox"/>	<input type="checkbox"/>	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"/>	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.	Official MCCCDCourse Description, Competencies, and Outline; Course Syllabus; Course Readings
<input type="checkbox"/>	<input type="checkbox"/>	d. 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	291	Religion and Sexuality	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>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: 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 & 5 do the same for Korea and modules 6 & 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 perspectives and practices relating to sexuality, gender, and gender roles within world religions and earth-based spiritual traditions in many countries and regions outside the United States: India, China, Tibet, Japan, the Middle East/North Africa, South 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, 3, 4, 5, 6, and 7 require a focus on contemporary issues throughout world and earth-based religious traditions. Syllabus: Weeks 4-16 Readings: See syllabus for reading list for each week. Specific: Competencies 1 through 4 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>The course examines the cultural, customary, and religious significance of perspectives on and rituals relating to sexuality, gender, and gender roles in world religions and earth-based spiritual traditions in many countries and regions outside the United States: India, China, Tibet, Japan, the Middle East/North Africa, South Africa, and Europe.</p>	<p>Though all of the competencies are concerned with examination of culture-specific elements of sexuality within the religions of those cultures, competencies 1-4 specifically require that the course provide in-depth historical and contemporary cultural studies of sexuality, gender, and gender roles in countries or regions outside the</p>

		<p>United States: India, China, Japan, Tibet, the Middle East/North Africa, South Africa, and Europe. Syllabus: Weeks 4-16</p>
<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 and religious significance of perspectives on and rituals relating to sexuality, gender, and gender roles in world religions and earth-based spiritual traditions between countries and regions outside the United States: India, China, Tibet, Japan, the Middle East/North Africa, South Africa, and Europe (mostly non-U.S.).</p>	<p>The entire course focuses on some historical but mostly contemporary comparative cultural studies: both within cultures (e.g. diversity of Middle Eastern Islams, diversity of Judaisms in Israel and the Diaspora, diversity of Indian Hinduisms, etc.). This focus is required by Competencies 2 & 6. See previous entries for the content in the syllabus (Weeks 4-16) and readings that corresponds to these competencies.</p>

Religion and Sexuality

Course: **REL291**

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

Course Type: **Academic**

First Term: **2012 Spring**

Load Formula: **S**

Final Term: **Current**

Description: Exploration of the perspectives of various religious traditions on human sexuality. Includes consideration of all aspects of sexual practice as well as its incorporation into religious discourse and practice and its impact on social norms and structures.

Requisites: Prerequisites: Student must be 18 years or older.

Course Attributes:

General Education Designation: Global Awareness- [G]

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

MCCCD Official Course Competencies

1. Analyze the role religion plays in the formation of sexual identity and relations to divinity in earth-based, Eastern, and Western religious traditions. (I, III, IV)
 2. Compare and contrast the sexual values and attitudes embodied in religious ritual, literature, and art across world religions. (I, II, III)
 3. Describe the impact of religion on the development and definition of societal sexual standards across earth-based and world religions. (I, II, III, IV)
 4. Analyze the relationships between demographic, economic, environmental and political shifts and the sexual values and attitudes of various world religions. (II, III, IV)
 5. Describe the interaction between religious definitions of the rights and roles of men and women and definitions of acceptable and unacceptable sexual practice. (III)
 6. Compare the sexual values and attitudes of cultures holding varying definitions of divinity.(III, IV)
 7. Critique the impact of religious sexual values and attitudes on sexuality on the political process. (IV)
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-

I. Religion and the Formation of Sexual Identity

A. Varying definitions of Sex and Gender Across World Cultures and Religions

B. Sexually-Oriented Rites of Passage

C. The Sexuality of God(dess)

1. The Divine in archaic traditions

2. The Hindu Shakti tradition

3. Biblical Traditions

4. The Role of Christian Saints

5. Wicca and New Age movements

6. Native American traditions

II. Establishment of Religious Sexual Standards in Earth-Based Spirituality and World Religions

A. Definitions of Acceptable and Unacceptable Sex across cultures

B. The incorporation of taboo sexuality into religious ritual

C. Sex as the vehicle of sin in Christian traditions

D. Religion and Homosexuality

E. Purity, Chastity, Celibacy and Asceticism

III. Sex and the Articulation of Religion

A. Sex and Religious Laws

B. Sex in Religious Narrative/Literature

C. Sex as Religious Symbol

D. Sex as Encounter with the Divine

F. Sex, Art and Iconography

G. Sex, `Virgin Birth` and Miraculous Birth Narratives

1. Horus (Egypt)

2. Mithra (Persia)

3. Siddhartha (India)

4. Romulus and Remus (Rome)

5. Jesus (Roman Galilee)

IV. Sex, Religion and Politics

A. Varying Types of Marriage Across Cultures and the Development of Monogamy

B. Divorce

C. Birth Control, Sexuality and Religion

D. Women and Sexual Freedom

E. Religion and Definitions of Prostitution and Sacred Prostitution

Last MCCCDC Governing Board Approval Date: **10/25/2011**

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.

RELIGION AND SEXUALITY (REL291)

Glendale Community College

Instructor: Dr. Julie Waskow

Office: 07-125 (Main Campus); GCCN: A159 (7:00-8:00 a.m., 623.888.7058)

Semester: XXXXX

Sections: XXXXX (North); XXXXX (Main)

Meetings: XXXXX

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

Email: julie.waskow@gccaz.edu or message me through Canvas

Office hours: MW (GCCN) 7-8 a.m. (A159)/8-8:30 a.m. (A117)

TR (Main) 11:30-12:30 p.m. (07-125)

F 8:00 a.m. – 10:00 a.m. (Alternates between Main 07-125 and GCCN Library based on student need)

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: Exploration of the perspectives of various religious traditions on human sexuality. Includes consideration of all aspects of sexual practice as well as its incorporation into religious discourse and practice and its impact on social norms and structures. Prerequisites: Student must be 18 years or older.

TEXTS:

- *Class Notebook:* Distributed in class (paid for by your course fees)
- *Sex, Marriage, and Family in World Religions* (ed. Browning, Green, and Whitte) on reserve at GCC Main Library
- All assigned readings are 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>

OFFICIAL COURSE COMPETENCIES:

1. Analyze the role religion plays in the formation of sexual identity and relations to "divinity" in earth-based, Eastern, and Western religious traditions. (I, III, IV)
2. Compare and contrast the sexual values and attitudes embodied in religious ritual, literature, and art across world religions. (I, II, III)
3. Describe the impact of religion on the development and definition of societal sexual standards across earth-based and world religions. (I, II, III, IV)
4. Analyze the relationships between demographic, economic, environmental and political shifts and the sexual values and attitudes of various world religions. (II, III, IV)
5. Describe the interaction between religious definitions of the rights and roles of men and women and definitions of acceptable and unacceptable sexual practice. (III)
6. Compare the sexual values and attitudes of cultures holding varying definitions of divinity. (III, IV)
7. Critique the impact of religious sexual values and attitudes on sexuality on the political process. (IV)

SCHEDULE AND READING ASSIGNMENTS:

Weeks 1-3: Introduction and Impacts of Religion on Cultural/Sexual Norms

- What is Religion? Religious Studies? What are our learning goals for the semester?
- Competing forces and tensions defining our sexuality: popular culture v. biology v. religion/Impacts of religion on culture/societal standards in contemporary U.S. society. Consideration of these tensions (or lack thereof) between sex and religion in history: Example 1: Synthesis of sex and spirituality: Sex in the Ancient World (Film clips: *History of Sex: Ancient Civilizations – Sumerian, Babylonian, Egyptian, Greek*), Example 2: Tension between those competing forces: U.S. Culture--What impact have our Judeo-Christian roots had on our sexual norms throughout American history? (Film clips: *History of Sex 20th Century*)
- Categories of religion for our study; Brief overview of major religious traditions that we'll be covering this semester (Earth-Based Spirituality (Native American and African Tribal), Hinduism, Buddhism, Taoism, Judaism, Christianity, and Islam)

Reading Assignments

- "Courtship of Inanna and Dumuzi." (Sumerian) <http://academic.brooklyn.cuny.edu/classics/jvsickle/mpinacrt.pdf> (10 July 2016). **Available through Canvas.**
- Murray-Swank, Nichole A., Kenneth I. Pargament, and Annette Mahoney. "Research: "At the Crossroads of Sexuality and Spirituality: The Sanctification of Sex by College Students." *International Journal for the Psychology of Religion* 15.3 (2005): 199-219. **Academic Search Complete.** Web. 26 July 2016.
- Tannahill, Reay. "Chapter Six." *Sex in History*. London: Scarborough House, 1992. **On Reserve at GCC Main and North Libraries.**
- 2 articles of your choice from Introduction Module

Weeks 4-5: Religiously-Prescribed Sexual Behaviors: Marital Sex, Chastity/Fidelity

- Introduction to Relationships between Sexuality and Religion: Prescription v. Proscription
- Prescriptive Behaviors: Marital Relations across World Religions. Film clips of contemporary examples: *Taboo: Polygyny in Islam (Togo West Africa)* and *Child Marriage in India, Sex and Religion: Marital Sex (Judaism and Islam)*

Reading Assignments

- Dorff, Elliot, N. A Jewish Perspective on Birth Control and Procreation. *The Passionate Torah: Sex and Judaism*. New York University Press, 2009. **Available through Canvas.**
- Ali, Kecia. "Prohibited Acts and Forbidden Partners: Illicit Sex in Islamic Jurisprudence." *Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith, and Jurisprudence*. London: Oneworld Publications, 2006. **Available through Canvas.**
- Brief Readings from *Sex, Marriage, and Family in World Religions (most of these readings are only a page or two long)*: HINDUISM: Rig Veda 10.85: The Marriage Hymn; Laws of Manu; The *Kamasutra* ; Divine Marriage: Sivaiva and Parvati; A Contemporary Hindu Marriage Ceremony; JUDAISM: Mishnah on Procreation, Marriage, and Divorce; The Order of the Get; Contemporary Developments in Jewish Marriage Contracts; CHRISTIANITY: Augustine of Hippo; A Contemporary Critique of Sexual Ethics; ISLAM: The Marriage Contract; Consent to Marriage; *Mahr*: The Obligatory Marital Gift; Marital Relations; Polygamy; Marital Conflict; Divorce
- 2 articles of your choice from the Marital Sex Module in Canvas

Week 5-6: Religion and Gender Identity

- Impact of religion on articulation of gender and sexual identity as seen in ritual, symbol, and myth of world religions and earth-based traditions; traditional gender roles in Western, as opposed to

Eastern and Earth-based religious traditions (varying gender definitions across religions and cultures); (*HBO Middle Sex Series* clips of contemporary examples: Acceptance and Rejection of Transgender people in Eastern religions (Hinduism and Buddhism) v. Western religions (Judaism, Christianity, and Islam); Kotoi within context of Buddhist Thailand, Native American Two-Spirits, Hijras of India, Muxes of Mexico (Muxe Ritual performed by some Roman Catholic priests)

Reading Assignments

- Brief Readings from *Sex, Marriage, and Family in World Religions*: ISLAM: Creation and the Identity of Origin of Women and Men; The Fall from the Garden and Gender Equality
- 2 articles of your choice from the Religion and Gender Module in Canvas

Weeks 7-8: Sexually-Oriented Rites of Passage

- Circumcision as Mark of Membership (Judaism and Islam) v. Mark of Manhood (examples: Australian Aboriginal People and Xosha of South Africa), Female Genital Mutilation (examples from World Health Organization: Middle East and Africa), contemporary menarche rituals and menstruation across world religions and Native American tribes; defloration as rite of passage (ties to cultural dimensions of Honor Killings in a variety of cultures); (Film clip: Orthodox Jewish Mikvah in *Return of Sarah's Daughters* and online virtual tour: www.mikvah.org); Film Clip: *Bris and Naming Ritual in Judaism*; Film Clip: *Adolescent circumcision in Islam/Turkey*; Visit website Museum of Menstrual History: www.mum.org ([Links to an external site.](#)); Menstruating Goddess of Hinduism: The Temple Kamakhya; Faking defloration in Islam (current and still-used ancient examples from Morocco and Iran highlighted)
- No Sex or Right Sex as Religious Prescription: Celibacy, Chastity, and Abstinence as Ideals. (Challenges of abstinence-only education in public schools and impacts of Evangelical Christianity and Conservative Social Movements on U.S. laws relating to sexuality (e.g. birth control coverage, abortion, same-sex marriage, etc.)); (Film Clip: *Purity Myth*); *Brahmacarya* tradition in Hinduism, Buddhism, and Jainism)

Reading Assignments

- "Abstinence Before Marriage." Our Position. Focus on the Family, n.d. Web. 3 April 2016. <http://www.focusonthefamily.com/socialissues/family/abstinence-before-marriage/abstinence-before-marriage-issue>
- Stevens, John. "The Sex Life of the Buddha." *Lust for Enlightenment: Buddhism and Sex*. Boston: Shambhala, 1990. 1-21. **On Reserve at GCC Main and North Library.**
- Abbott, Elizabeth. "Celibacy to Conserve Semen." *A History of Celibacy*. DaCapo Press, 2001. **Available through Canvas.** (Historical cross-cultural survey of the practice)
- Brief Readings from *Sex, Marriage, and Family in World Religions*: BUDDHISM: Married Life Versus Life of the Ascetic; The Buddha's Renunciation of His Family
- 2 articles of your choice from either the Sexually-Oriented Rites of Passage or No Sex or Right Sex Modules in Canvas

Weeks 9-14: Sexual Proscriptions in Most Religious Traditions

- Symbolic Zoosexuality across earth-based spiritual traditions and world mythology/iconography: Native American, Hindu, Greek, Roman, Egyptian, and Norse myth; Furies and Totemism; Autoeroticism/ Masturbation across world religions/mythology; Pain as religious expression in Ritual, Symbol, and Myth; BDSM as spiritual practice (Film clips of contemporary practices: *Hindu Ascetics*; Film Clips: *Beyond Vanilla*; Film Clips: *Thaipusam (Thailand)*, *Crucifixion in the Philippines*, *Ashura (Iran)*, *Fakirs (Northern India)*, *Shao-Lin Iron Clothes/Iron Eggs (China)*, *Pilgrimage of Pain (Sri Lanka)*; Symbolic Necrophilia (in Ritual, Symbol, and Myth): Aghori Flesh Eaters (India: *Shiva's Flesh* clip), Mochica (Peru), Luo (East Africa); (symbolic examples from mythology: what do these images/symbols mean?); Fornication/Adultery/Prostitution across world religions; Homosexuality v. Homoeroticism v. Same-Sex Affection across world religions (Film

Clip: *Middlesexes - Homosexuality and Hinduism*, Film Clip: Documentary clip on Deepa Mehta's film *Fire* (Lesbianism in contemporary Hinduism/India), Film Clip: *Trembling Before G-d*, Film Clips: *Jihad for Love* (in contemporary South Africa/Egypt/Turkey), Westboro Baptist Church v. Glide Memorial Church (San Francisco)

Reading Assignments

Fornication and Homosexuality

- o Jordan, Kay. "Devadasi Reform: Driving the Priestesses or the Prostitutes Out of Hindu Temples?" pp. 39-49. **Available through Canvas.**
- o Westheimer, Ruth K., and Jonathan Mark. *Heavenly Sex: Sexuality in the Jewish Tradition*. Continuum Publishing/New York University, pp. 43-63. **Available through Canvas.**
- o Vines, Matthew. "Chapter 6: Excess Passion and Unnatural Acts in Romans 1." *God and the Gay Christian*. New York: Convergent Books, 2014. 95-115. **On Reserve at GCC Main and North Library.**

Other Assignment

- o Watch *Sex and Religion-Homosexuality: A Religious Perspective* (Posted in Canvas Module)

Weeks 15-16: Paths to Spiritual Ecstasy through Sexuality

- Film: *History of Sex: Sex in the Eastern World*; Taoist Sex/Chinese Folk Traditions Relating to Sex; Tantra (Classical v. Neo/California/Pop Tantra); *Kama Sutra* v. *Ananga Ranga* (Indian)

Reading Assignments

- o Wile, Douglas. *Art of the Bedchamber: The Chinese Sexual Yoga Classics Including Women's Solo Meditation Texts*. Albany: State University of New York Press, 1992. 69-73. **Available in Canvas.**
- o Four article of your choice from any of the remaining Modules in Canvas

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

Participation (2 pts per class meeting = 62 pts total)	62 pts
Reading Checks/Content Tests (3 x 75 pts each = 225 pts total)	225 pts
Annotated Bib Submission for Review & Revision/Resubmission (10 pts)	10 pts
Annotated Bibliography (Course Readings, 10x10 pts each = 100 pts)	<u>100 pts</u>
	397 pts total

A = 357 - 397 total points for the semester

B = 318 - 356 total points for the semester

C = 278 - 317 total points for the semester

D = 238 - 277 total points for the semester

F = 237 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 45th 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. Content Tests and Reading Checks – (225 points total) You will complete (3) two-part, closed-book tests. These 75-point tests will assess 1) your basic understanding of the general course content covered in each section (based on class discussions, lecture, films) and 2) your basic understanding of the assigned readings and 3 readings of your choice from Canvas, for each unit. You may only make up a missed test with an official document (from a doctor, court order, etc.) as evidence of your excused absence; make-up tests are short answer and must be completed at the GCC Testing Center within one week of the official test date.

3. Annotated Bibliography of Course Readings (100 pts total): (I will cover the basics of this project with you during class and will post a sample annotated bib in Canvas.) For this annotated bibliography, *you need only summarize the major points of the article or chapter by doing the following: 1) make sure you capture the author's thesis or overarching argument (in a single statement, what is the author setting out to prove to her or his readers?) and 2) provide 3-4 major points raised to support that thesis (each point should be fleshed out in 2-3 sentences so that each entry will be approximately 3/4 of a page long).* Entries may be completed in a single paragraph (approximately 3/4 of a page, double-spaced, 12-point font with 1-inch margins). **[A grading rubric has been posted in Canvas so you can check your work before submitting it.]** Writing Center tutors, as well as reference librarians are available on both campuses to assist you with your project. Their contact information has already been posted in Canvas for you.

Annotated Bib Submission for Review: You MUST submit one annotated bib entry (your choice) to me by 5:00 p. m. on XXXXX via Canvas for review and feedback; reminders will be posted in Canvas and announced in class. You MUST revise and resubmit the same entry by 5:00 p.m. on XXXXX (10 pts).

ONLY the following readings should appear in the annotated bibliography:

1. Murray-Swank, Nichole A., Kenneth I. Pargament, and Annette Mahoney. "Research: "At the Crossroads of Sexuality and Spirituality: The Sanctification of Sex by College Students." *International Journal for the Psychology of Religion* 15.3 (2005): 199-219. Web. 26 July 2016. **Academic Search Complete.**
2. Tannahill, Reay. "Chapter Six." *Sex in History*. London: Scarborough House, 1992. **Available through Canvas.**
3. Dorff, Elliot, N. A Jewish Perspective on Birth Control and Procreation. *The Passionate Torah: Sex and Judaism*. New York University Press, 2009. **Available through Canvas.**
4. Ali, Kecia. "Prohibited Acts and Forbidden Partners: Illicit Sex in Islamic Jurisprudence." *Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith, and Jurisprudence*. London: Oneworld Publications, 2006. **Available through Canvas.**
5. Stevens, John. "The Sex Life of the Buddha." *Lust for Enlightenment: Buddhism and Sex*. Boston: Shambhala, 1990. 1-21. **On Reserve at GCC Main and North Libraries.**
6. Abbott, Elizabeth. "Celibacy to Conserve Semen." *A History of Celibacy*. DaCapo Press, 2001. **Available through Canvas.**
7. Jordan, Kay. "Devadasi Reform: Driving the Priestesses or the Prostitutes Out of Hindu Temples?" *Women and World Religions*, edited by Lucinda Peach, Pearson Education, 2002, pp. 39-49. **Available through Canvas.**
8. Westheimer, Ruth K., and Jonathan Mark. *Heavenly Sex: Sexuality in the Jewish Tradition*. Continuum Publishing/New York University, pp. 43-63. **Available through Canvas.**
9. Vines, Matthew. "Chapter 6: Excess Passion and Unnatural Acts in Romans 1." *God and the Gay Christian: The Biblical Case in Support of Same-Sex Relationships*. New York: Convergent Books, 2014. 95-115. **On Reserve at GCC Main and North Library.**
10. Wile, Douglas. *Art of the Bedchamber: The Chinese Sexual Yoga Classics Including Women's Solo Meditation Texts*. Albany: State University of New York Press, 1992. 69-73. **Available through Canvas.**

LATE WORK:

If you fail to post your assignments to Canvas by the time they are due, they will be docked 10 points (no exceptions; be responsible and do not wait until the last minute to post, in case you encounter any technical difficulties). Your work will be docked an additional 10 points for each day it is late (including weekends, since it can be posted at any time).

EXTRA CREDIT: You may earn up to 3 extra credit points on each test by reporting on resources you explore in the corresponding Canvas modules for each test. There is no extra credit available beyond the 3 points on each test.

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, including the use of vulgar or slang sexual language
5. Talking out of turn or attempting to dominate conversations during class – your classmates have valuable ideas to share: let them

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

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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.



SEX, MARRIAGE, & FAMILY
IN WORLD RELIGIONS



EDITED BY

Don S. Browning, M. Christian Green,
and John Witte Jr.

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