
Term Information

Effective Term Spring 2022

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2400
Course Title Higher Power: Feminisms & Religion
Transcript Abbreviation Feminisms&Religion
Course Description Why is studying religion important to feminism? What is religion and why should people interested in the study of feminism take it seriously? We will explore the history and current understandings of the term "religion" in different parts of the world and its relationship to feminism, and we will examine our own assumptions and previous conceptions of what religion means and what "counts."
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Less than 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Culture and Ideas

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Recognize ways that religious experience, practice, ideas, and institutions have shaped women's lives.
- Think critically about the significance that gender and sexuality have played in religious thought, symbol, and ritual.
- Recognize the ways that "religion" has operated historically and contemporarily as a category of social power and difference together with gender, sexuality, and race.
- Understand what it means to use religion as a feminist category of analysis.
- Articulate why religion is important for the study of women, gender, sexuality, and feminism.
- Articulate why it is important to study religion through the analytical lenses of gender, race, and sexuality.

Content Topic List

- What is Religion & Why Should Feminists Care?
- Gendered Bodies and Spirits in the Ancient World
- Gender, Blood, and Sex in Early Modern Imperialism
- Gender Difference and Sexual Deviance in Colonial Latin America
- Feminist and Sex-Positive Theology
- Anti-Feminist & Sexually Conservative Theology
- Religion, Spirituality, & Politics
- Queering Theology & Religious Experience
- Gendered Bodies and Trancendence
- Gendered Time & Sacred Time
- Gendered Space & Sacred Space

Sought Concurrence

Yes

Attachments

- Religious Studies_Comp Studies Concurrence for 2400.pdf: Concurrence from Comp Studies & Religious Studies
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2400 Concurrence List.docx: Concurrence List
(List of Depts Concurrence Requested From. Owner: Stotlar, Jacqueline Nicole)
- History Concurrence for 2400.pdf: Concurrence from History
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- GE Rationale wgss2400.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jacqueline Nicole)
- ASC Tech Review WGSST 2400.docx: ASC Tech Review
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2400 Higher Powers - Feminims & Relgion DL Syllabus AU21- ASCC feedback.docx: Revised DL Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2400 Higher Powers - Feminims & Relgion IP Syllabus AU21 - ASCC feedback.docx: Revised In Person Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)

Comments

- The WGSS curriculum map including 2400 can be found here: <https://airtable.com/shrDYSv00kXlqCsfe>
- Revised syllabus attached for approval. *(by Stotlar, Jacqueline Nicole on 09/16/2021 03:54 PM)*
- Please see Panel feedback email sent 05/21/21. *(by Hilty, Michael on 05/21/2021 02:03 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	04/27/2021 03:09 PM	Submitted for Approval
Approved	Winnubst, Shannon	04/27/2021 04:04 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/27/2021 04:21 PM	College Approval
Revision Requested	Hilty, Michael	05/21/2021 02:03 PM	ASCCAO Approval
Submitted	Stotlar, Jacqueline Nicole	09/16/2021 05:16 PM	Submitted for Approval
Approved	Winnubst, Shannon	09/17/2021 08:59 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2021 02:37 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/28/2021 02:37 PM	ASCCAO Approval



SYLLABUS
**WGSST 2400: HIGHER POWER - FEMINISMS &
RELIGION**
AUTUMN 2021
3 CREDIT HOURS
DISTANCE LEARNING

Course overview

Class Information

Format of instruction: Lecture

Synchronous Meeting Days/Times: None

Instructor

Instructor: Jessica Delgado

Email address: delgado.92@osu.edu

Office hours: By appointment

Course description

Why is studying religion important to feminism? What is religion and why should people interested in the study of women, gender, sexuality, and feminism take it seriously? This course will address these questions in a variety of ways, including: 1) what scholars of religion have contributed to feminist studies; 2) What scholars of gender and sexuality have contributed to the study of religion; 3) how religious ideas, practices, and institutions have shaped ideas about gender and sexuality in various times and places; 4) the role of religious communities, rituals, and networks in feminist movements; and 5) the historical and ongoing relationship between religion, race, gender, and sexuality.

Material for this course will include historical studies of geographically diverse cultures; fiction and other literary texts, including film and other audio-visual material; representations and studies of popular culture; as well as examples of political analysis and social life as represented in media. We will explore the history and current understandings of the term "religion" in different parts of the world and its relationship to feminism. And we will examine our own

assumptions and previous conceptions of what religion means, what “counts” and doesn’t count as religion, and the role of religion and spirituality in society in relation to women, gender, sexuality, and feminism.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Recognize ways that religious experience, practice, ideas, and institutions have shaped women’s lives.
- Think critically about the significance that gender and sexuality have played in religious thought, symbol, and ritual.
- Recognize the ways that “religion” has operated historically and contemporarily as a category of social power and difference together with gender, sexuality, and race.
- Understand what it means to use religion as a feminist category of analysis.
- Articulate why religion is important for the study of women, gender, sexuality, and feminism.
- Articulate why it is important to study religion through the analytical lenses of gender, race, and sexuality.

General Education

GE Category: Culture and Ideas

GE goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

GE Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The course will satisfy these outcomes by: 1) examining ways that religious thought, cultures, and expression (in the form of religious discourse, practice, institutions, and experience) have shaped beliefs, perceptions, and norms related to gender and sexuality; 2) analyzing the ways religious culture, thought, and expression have shaped women’s lives and the history of feminism; 3) examining feminist and queer critiques of and engagements with religion and religious traditions; and 4) analyzing the impact of feminist movements and theory on religion in society and the study of religion.

How this Online course works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Commented [ODEE1]: To instructor: Customize this section with information about your particular course context.

These expectations can vary widely between courses, depending on whether the participation is synchronous (live) or asynchronous (Carmen only), so your guidance in the syllabus can be crucial.

Course materials and technologies

Required

- All required readings will be provided on Carmen

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicesdesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Commented [ODEE2]: To instructor: Customize this technology list with the requirements for this course.

- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Assignments, Grading, and instructor response

Assignments:

Reading Response Journal: Students will keep a handwritten journal of their responses to course readings. You are invited to include questions, observations, responses/reactions, and ideas inspired in real time as you read. These observations should be substantive and engaged. You will not be graded on grammar, spelling, or writing mechanics. The purpose of this exercise is for you to keep track of your changing thoughts and curiosities as you move through the semester and to assist you in discussions with other students. Students will bring their response journal to class with them every class day and get into the habit of using it and referring to it during class discussion. We will use it for group activities in class, and the instructor will collect it twice during the semester.

Short Writing Assignments: There are two options for the three short writing assignments students can choose from.

Option 1) Students who wish to work on their essay-format writing can use these assignments to do so. Those choosing this option will work with the instructor to choose a topic that interests them and which allows you to engage with course material. **The first writing assignment** will be an initial draft of an essay focusing on your chosen topic and engages with at least one assigned reading. Please see Carmen for posted guidelines and tips for essay writing. Students will submit this paper to the instructor and exchange it with another student who has chosen this option for peer review. **The second writing assignment** will consist of notes for your peer's paper and revisions of your own paper. **The third writing assignment** will be a final revision of this paper with significant changes. This can take the form of incorporating additional reading material, tackling an expanded version of the argument, or simply a thorough structural re-writing. This will vary depending on what is needed. Before beginning this final revision, students will meet for 15 minutes with the instructor.

Option 2) Students who want to work on other forms of writing can use these assignments to do so. Those choosing this option will respond to a series of prompts designed to inspire short reflections of various kinds. These can include blog post entries, poems, short (1 page) arguments, letter-to-the-editor type opinion pieces, fictional entries, or imagined correspondence (to a friend, colleague, elected official, etc.) Students should choose a different format for each assignment (**Writing Assignment 1; Writing Assignment 2; Writing Assignment 3**), and each of these assignments should total roughly 2-3 pages of text, double spaced, 12 point font.

Final assignment: The final assignment can take one of the following forms:

- 1) A 6-8 page written essay. This can be an expansion of option 1 that incorporates additional course material or outside reading. It can also be an essay on a new theme, problem, or topic that engages course material and concepts.

- 2) A short story or series of poems engaging course themes.
- 3) A 10-15 minute oral presentation on a topic related to the course which engages both course material and outside reading relevant to the student's interests. This could take several forms, including: a short lecture (designed for a course or Ted Talk or other professional or organizational setting); a group exercise introduced and led by the student that clearly incorporates and showcases the students preparation; a poster or conference presentation; a poetry or short story reading of students original work written for this class and related to course material; a dramatic performance of text written by the student. **Other formats will be considered in consultation with the instructor.**
- 4) An alternative creative project related to course material combined with a short written component (1-2 pages). This could be visual, digital, material, or performative in form. This could include short films or recordings of dance or other performance, works of visual or material arts of a variety of formats, and digital projects of a variety of formats. **This option must be completed in consultation with the instructor.**
- 5) A collaborative project. Collaborative projects can take any of the above forms and must include at least 3 and no more than 5 students. The group should meet and decide their basic format and division of labor, then meet with and submit a plan to the instructor. The instructor will provide individual feedback and guidelines for work load and individual evaluation for team members depending on the kind of project the group is planning.

Grading and instructor response

Grades

Assignment or category	Points
Reading Response Journal (To be completed online via Carmen)	30
First 2-3 page essay	10
Second 2-3 page essay	10
Third 2-3 page essay	10
Annotated Bibliographic Essay	30
Participation in discussion forum	10

Total	100
--------------	------------

See course schedule, below, for due dates

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As participation, each week you are expected to post at least two times as part of our substantive class discussion on the week's topics and to respond at least once to other students' postings.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available [here](#):

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug. 24-27	<p>Course introduction: What is Religion & Why Should Feminists Care?</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Darlene Juschka, <i>Feminism in the Study of Religion: A Reader</i>
2	Aug. 30-Sept. 3	<p>Histories of Religion: Gendered Bodies and Spirits in the Ancient World</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Todd Penner and Caroline Vander Stichele (eds.) <i>Mapping Gender in Ancient Religious Discourses</i> • Selections from Jennifer Rea and Liz Clarke, <i>Perpetua's Journey: Faith, Gender, and Power in the Roman Empire</i>, Graphic History Series
3	Sept. 6-10	<p>Histories of Religion: Gender, Blood, and Sex in Early Modern Imperialism</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • María Elena Martínez, <i>Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico</i> <p>DUE:</p> <p>First 2-3 page essay due</p>
4	Sept. 13-17	<p>Histories of Religion: Gender Difference and Sexual Deviance in Colonial Latin America</p> <p>Required Reading:</p>

		<ul style="list-style-type: none"> • Catalina de Erauso, <i>Lieutenant Nun: Memoir of a Basque Transvestite in the New World</i> • Selected Essays from Zeb Tortorici (ed), <i>Sexuality and the Unnatural in Colonial Latin America</i>
5	Sept. 20-24	<p>Histories of Religion: Those Called Women</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Vashudha Dalmia, <i>Hindo Pasts: Women, Religion, Histories</i> • Fiction Selection (TBA) <p>Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA) <p>DUE:</p> <p>Reading Journal Collected</p>
6	Sept. 27-Oct.1	<p>Histories of Religion: Those Called Men</p> <p>Required Reading:</p> <p>Alyssa Maldonado-Estrada, <i>Lifeblood of the Parish: Men and Catholic Devotion In Williamsburg, Brooklyn</i>, Introduction, 1-30; Ch. 1, "Turks, Tattos, and the Masculine Body of the Feast," 31-74; Ch. 2, "Manual Labor and the Artistry of devotion in the Basement," 74-104; Ch. 4, "Public Masculinities at the Feast," 138-168</p> <p>Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA)
7	Oct. 4-8	<p>Religion, Spirituality, & Politics: Feminist and Sex-Positive Theology</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Carter Heyward: <i>Touching Our Strength: The Erotic as Power and Love of God</i> • Selections from Kwok Pui-lan, <i>Postcolonial Imagination and Feminist Theology</i> • Maya Rivera, "Ethical Desires: Toward a Theology of Relational Transcendence," in Virginia Burrus &

		<p>Catherine Keller (eds.), <i>Toward a Theology of Eros</i>, 255-270</p> <ul style="list-style-type: none"> Selected Poetry of Audre Lorde (TBA) <p>DUE: Second 2-3 page essay due</p>
8	Oct. 11-15	<p>Religion, Spirituality, & Politics: Anti-Feminist & Sexually Conservative Theology</p> <p>Required Reading:</p> <ul style="list-style-type: none"> R. Marie Griffith, <i>Moral Combat: How Sex Divided American Christians & Fractured American Politics</i> <p>Other Materials:</p> <ul style="list-style-type: none"> News and online Media Sources (TBA) Possible Film (TBA)
9	Oct. 18-22	<p>Religion, Spirituality, & Politics: It's Complicated</p> <p>Required Reading:</p> <ul style="list-style-type: none"> Selections from: Stephanie Kirk, <i>Sor Juana Inés de la Cruz and the Gender Politics of Knowledge in Colonial Mexico</i> Selections from R. Marie Griffith, <i>Evangelical Women and the Power of Submission</i> Selections from Leila Ahmed, <i>Women and Gender in Islam</i> <p>Other Materials:</p> <ul style="list-style-type: none"> Film (TBA)
10	Oct. 25-29	<p>Religion & Sexuality: Queering Theology & Religious Experience</p> <p>Required Reading:</p> <p>Selections from Lin Marie Tonstad, <i>Queer Theology: Beyond Apologetics</i></p> <p>Other Materials:</p> <ul style="list-style-type: none"> Film (TBA)
11	Nov. 1-5	<p>Religion & Sexuality: Gendered Bodies and Trancendence</p> <p>Required Reading:</p>

		<ul style="list-style-type: none"> • Sarah Jane-Page and Katy Pilcher, <i>Embodying Religion, Gender, and Sexuality</i> • Selected Poetry and short stories <p>DUE: Third 2-3 page essay due</p>
12	Nov. 8-12	<p>Religion & Culture: Gendered Time & Sacred Time</p> <p>Required Reading: Sarit Kattan Gribetz, <i>Time and Difference in Rabbinic Judaism</i>, Ch. 3, "Men and Women's Time," 135-187</p>
13	Nov. 15-19	<p>Religion & Culture: Gendered Space & Sacred Space</p> <p>Required Reading: Elizabeth Pérez, <i>Religion in the Kitchen: Cooking, Talking, and the Making of Black Atlantic Traditions</i></p> <p>Other Materials: • Film (TBA)</p>
14	Nov. 22-26	<p>Catch Up Week & Thanksgiving Break</p> <p>No new assignments or readings</p>
15	Nov. 29-Dec.3	<p>Religion and Feminism: What is the Verdict?</p> <p>Required Reading: Selections from Darlene Juschka, <i>Feminism in the Study of Religion: A Reader</i></p> <p>DUE: Bibliographic Essay Due Reading Journal Due</p>

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU’s land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Accommodations for accessibility

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical

conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slids@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Student Support Policies and Resources

Diversity. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS

is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Mollie Peirano, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.



SYLLABUS
**WGSST 2400: HIGHER POWER - FEMINISMS &
RELIGION**
AUTUMN 2021
3 CREDIT HOURS
IN PERSON

Course overview

Class Information

Format of instruction: Lecture

Synchronous Meeting Days/Times: TR, 11:10-12:30

Instructor

Instructor: Jessica Delgado

Email address: delgado.92@osu.edu

Office hours: By appointment

Course description

Why is studying religion important to feminism? What is religion and why should people interested in the study of women, gender, sexuality, and feminism take it seriously? This course will address these questions in a variety of ways, including: 1) what scholars of religion have contributed to feminist studies; 2) What scholars of gender and sexuality have contributed to the study of religion; 3) how religious ideas, practices, and institutions have shaped ideas about gender and sexuality in various times and places; 4) the role of religious communities, rituals, and networks in feminist movements; and 5) the historical and ongoing relationship between religion, race, gender, and sexuality.

Material for this course will include historical studies of geographically diverse cultures; fiction and other literary texts, including film and other audio-visual material; representations and studies of popular culture; as well as examples of political analysis and social life as represented in media. We will explore the history and current understandings of the term "religion" in different parts of the world and its relationship to feminism. And we will examine our own

assumptions and previous conceptions of what religion means, what “counts” and doesn’t count as religion, and the role of religion and spirituality in society in relation to women, gender, sexuality, and feminism.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Recognize ways that religious experience, practice, ideas, and institutions have shaped women’s lives.
- Think critically about the significance that gender and sexuality have played in religious thought, symbol, and ritual.
- Recognize the ways that “religion” has operated historically and contemporarily as a category of social power and difference together with gender, sexuality, and race.
- Understand what it means to use religion as a feminist category of analysis.
- Articulate why religion is important for the study of women, gender, sexuality, and feminism.
- Articulate why it is important to study religion through the analytical lenses of gender, race, and sexuality.

General Education

GE Category: Culture and Ideas

GE Goal: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

GE Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The course will satisfy these outcomes by: 1) examining ways that religious thought, cultures, and expression (in the form of religious discourse, practice, institutions, and experience) have shaped beliefs, perceptions, and norms related to gender and sexuality; 2) analyzing the ways religious culture, thought, and expression have shaped women’s lives and the history of feminism; 3) examining feminist and queer critiques of and engagements with religion and religious traditions; and 4) analyzing the impact of feminist movements and theory on religion in society and the study of religion.

Course materials and technologies

Required

- All required readings will be provided on Carmen

Course technology

Commented [ODEE1]: To instructor: Customize this technology list with the requirements for this course.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Assignments, Grading, and instructor response

Assignments:

Reading Response Journal: Students will keep a handwritten journal of their responses to course readings. You are invited to include questions, observations, responses/reactions, and ideas inspired in real time as you read. These observations should be substantive and engaged. You will not be graded on grammar, spelling, or writing mechanics. The purpose of this exercise is for you to keep track of your changing thoughts and curiosities as you move through the semester and to assist you in discussions with other students. Students will bring their response journal to class with them every class day and get into the habit of using it and referring to it during class discussion. We will use it for group activities in class, and the instructor will collect it twice during the semester.

Short Writing Assignments: There are two options for the three short writing assignments students can choose from.

Option 1) Students who wish to work on their essay-format writing can use these assignments to do so. Those choosing this option will work with the instructor to choose a topic that interests them and which allows you to engage with course material. **The first writing assignment** will be an initial draft of an essay focusing on your chosen topic and engages with at least one assigned reading. Please see Carmen for posted guidelines and tips for essay writing. Students will submit this paper to the instructor and exchange it with another student who has chosen this option for peer review. **The second writing assignment** will consist of notes for your peer's paper and revisions of your own paper. **The third writing assignment** will

be a final revision of this paper with significant changes. This can take the form of incorporating additional reading material, tackling an expanded version of the argument, or simply a thorough structural re-writing. This will vary depending on what is needed. Before beginning this final revision, students will meet for 15 minutes with the instructor.

Option 2) Students who want to work on other forms of writing can use these assignments to do so. Those choosing this option will respond to a series of prompts designed to inspire short reflections of various kinds. These can include blog post entries, poems, short (1 page) arguments, letter-to-the-editor type opinion pieces, fictional entries, or imagined correspondence (to a friend, colleague, elected official, etc.) Students should choose a different format for each assignment (**Writing Assignment 1; Writing Assignment 2; Writing Assignment 3**), and each of these assignments should total roughly 2-3 pages of text, double spaced, 12 point font.

Final assignment: The final assignment can take one of the following forms:

- 1) A 6-8 page written essay. This can be an expansion of option 1 that incorporates additional course material or outside reading. It can also be an essay on a new theme, problem, or topic that engages course material and concepts.
- 2) A short story or series of poems engaging course themes.
- 3) A 10-15 minute oral presentation on a topic related to the course which engages both course material and outside reading relevant to the student's interests. This could take several forms, including: a short lecture (designed for a course or Ted Talk or other professional or organizational setting); a group exercise introduced and led by the student that clearly incorporates and showcases the students preparation; a poster or conference presentation; a poetry or short story reading of students original work written for this class and related to course material; a dramatic performance of text written by the student. **Other formats will be considered in consultation with the instructor.**
- 4) An alternative creative project related to course material combined with a short written component (1-2 pages). This could be visual, digital, material, or performative in form. This could include short films or recordings of dance or other performance, works of visual or material arts of a variety of formats, and digital projects of a variety of formats. **This option must be completed in consultation with the instructor.**
- 5) A collaborative project. Collaborative projects can take any of the above forms and must include at least 3 and no more than 5 students. The group should meet and decide their basic format and division of labor, then meet with and submit a plan to the instructor. The instructor will provide individual feedback and guidelines for work load and individual evaluation for team members depending on the kind of project the group is planning.

Grades

Assignment or category	Points
Reading Response Journal (Collected twice)	30
First 2-3 page writing assignment	10
Second 2-3 page writing assignment	10
Third 2-3 page writing assignment	10
Final project	30
Participation	10
Total	100

See course schedule, below, for due dates

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug. 24-27	<p>Course introduction: What is Religion & Why Should Feminists Care?</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Darlene Juschka, <i>Feminism in the Study of Religion: A Reader</i>
2	Aug. 30-Sept. 3	<p>Histories of Religion: Gendered Bodies and Spirits in the Ancient World</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Todd Penner and Caroline Vander Stichele (eds.) <i>Mapping Gender in Ancient Religious Discourses</i> • Selections from Jennifer Rea and Liz Clarke, <i>Perpetua's Journey: Faith, Gender, and Power in the Roman Empire</i>, Graphic History Series
3	Sept. 6-10	<p>Histories of Religion: Gender, Blood, and Sex in Early Modern Imperialism</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • María Elena Martínez, <i>Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico</i> <p>DUE:</p> <p>First 2-3 page essay due</p>
4	Sept. 13-17	<p>Histories of Religion: Gender Difference and Sexual Deviance in Colonial Latin America</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Catalina de Erauso, <i>Lieutenant Nun: Memoir of a Basque Transvestite in the New World</i> • Selected Essays from Zeb Tortorici (ed), <i>Sexuality and the Unnatural in Colonial Latin America</i>
5	Sept. 20-24	Histories of Religion: Those Called Women

		<p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Vashudha Dalmia, <i>Hindo Pasts: Women, Religion, Histories</i> • Fiction Selection (TBA) <p>Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA) <p>DUE:</p> <p>Reading Journal Collected</p>
6	Sept. 27-Oct.1	<p>Histories of Religion: Those Called Men</p> <p>Required Reading:</p> <p>Alyssa Maldonado-Estrada, <i>Lifeblood of the Parish: Men and Catholic Devotion In Williamsburg, Brooklyn</i>, Introduction, 1-30; Ch. 1, "Turks, Tattos, and the Masculine Body of the Feast," 31-74; Ch. 2, "Manual Labor and the Artistry of devotion in the Basement," 74-104; Ch. 4, "Public Masculinities at the Feast," 138-168</p> <p>Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA)
7	Oct. 4-8	<p>Religion, Spirituality, & Politics: Feminist and Sex-Positive Theology</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Carter Heyward: <i>Touching Our Strength: The Erotic as Power and Love of God</i> • Selections from Kwok Pui-lan, <i>Postcolonial Imagination and Feminist Theology</i> • Maya Rivera, "Ethical Desires: Toward a Theology of Relational Transcendence," in Virginia Burrus & Catherine Keller (eds.), <i>Toward a Theology of Eros</i>, 255-270 • Selected Poetry of Audre Lorde (TBA) <p>DUE:</p> <p>Second 2-3 page essay due</p>
8	Oct. 11-15	<p>Religion, Spirituality, & Politics: Anti-Feminist & Sexually Conservative Theology</p>

		<p>Required Reading:</p> <ul style="list-style-type: none"> • R. Marie Griffith, <i>Moral Combat: How Sex Divided American Christians & Fractured American Politics</i> <p>Other Materials:</p> <ul style="list-style-type: none"> • News and online Media Sources (TBA) • Possible Film (TBA)
9	Oct. 18-22	<p>Religion, Spirituality, & Politics: It's Complicated</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from: Stephanie Kirk, <i>Sor Juana Inés de la Cruz and the Gender Politics of Knowledge in Colonial Mexico</i> • Selections from R. Marie Griffith, <i>Evangelical Women and the Power of Submission</i> • Selections from Leila Ahmed, <i>Women and Gender in Islam</i> <p>Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA)
10	Oct. 25-29	<p>Religion & Sexuality: Queering Theology & Religious Experience</p> <p>Required Reading:</p> <p>Selections from Lin Marie Tonstad, <i>Queer Theology: Beyond Apologetics</i></p> <p>Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA)
11	Nov. 1-5	<p>Religion & Sexuality: Gendered Bodies and Trancendence</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Sarah Jane-Page and Katy Pilcher, <i>Embodying Religion, Gender, and Sexuality</i> • Selected Poetry and short stories <p>DUE:</p> <p>Third 2-3 page essay due</p>
12	Nov. 8-12	<p>Religion & Culture: Gendered Time & Sacred Time</p> <p>Required Reading:</p>

		Sarit Kattan Gribetz, <i>Time and Difference in Rabbinic Judaism</i>, Ch. 3, "Men and Women's Time," 135-187
13	Nov. 15-19	<p>Religion & Culture: Gendered Space & Sacred Space</p> <p>Required Reading:</p> <p>Elizabeth Pérez, <i>Religion in the Kitchen: Cooking, Talking, and the Making of Black Atlantic Traditions</i></p> <p>Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA)
14	Nov. 22-26	<p>Catch Up Week & Thanksgiving Break</p> <p>No new assignments or readings</p>
15	Nov. 29-Dec.3	<p>Religion and Feminism: What is the Verdict?</p> <p>Required Reading:</p> <p>Selections from Darlene Juschka, <i>Feminism in the Study of Religion: A Reader</i></p> <p>DUE:</p> <p>Bibliographic Essay Due</p> <p>Reading Journal Due</p>

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite

your sources' always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Accommodations for accessibility

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Student Support Policies and Resources

Diversity. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources

at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Mollie Peirano, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

GE Rationale and Assessment Rubric

GE: Culture and Ideas

WGSS 2400: Higher Power: Feminisms and Religion

WGSS 2400: Higher Power: Feminisms and Religion will fulfill the following GE learning outcomes for the Culture and History GE in the course objectives, readings, topics, and written assignments.

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Course Objectives Rationale:

ELO 1) In this course, students will analyze religious thought and practice in diverse times and places, with attention paid to both change over time and geographical difference.

ELO 2) Students will evaluate how religion has influenced beliefs and social imaginaries, frameworks, relationships, and epistemologies of gender and sexuality. Students will gain tools to identify and analyze the following: how religious ideas, practices, and institutions have shaped notions of gender and sexuality in various times and places; how religious traditions, communities, rituals, and networks have influenced social movements related to feminism, gender, and sexuality; and what the historical and ongoing relationship between religion, race, gender, and sexuality has been over time.

The first three stated course learning outcomes in the syllabus echo the aims of both ELOs of the Culture and Ideas GE

Readings and Topics Rationale:

- *ELO 1) Students analyze and interpret major forms of human thought, culture, and expression.* This ELO is reflected in readings and topics such as the following:

Week 2: Histories of Religion: Gendered Bodies and Spirits in the Ancient World

Required Reading:

· Selections from Todd Penner and Caroline Vander Stichele (eds.) Mapping Gender in Ancient Religious Discourses

· Selections from Jennifer Rea and Liz Clarke, Perpetua's Journey: Faith, Gender, and Power in the Roman Empire, Graphic History Series

Week 7: Religion, Spirituality, & Politics: Feminist and Sex-Positive Theology

Required Reading:

- Selections from Carter Heyward: *Touching Our Strength: The Erotic as Power and Love of God*

- Selections from Kwok Pui-lan, *Postcolonial Imagination and Feminist Theology*

- Maya Rivera, "Ethical Desires: Toward a Theology of Relational Transcendence," in Virginia Burrus & Catherine Keller (eds.), *Toward a Theology of Eros*, 255-270

- Selected Poetry of Audre Lorde

Week 8: Religion, Spirituality, & Politics: Anti-Feminist & Sexually Conservative Theology

Required Reading:

- R. Marie Griffith, *Moral Combat: How Sex Divided American Christians & Fractured American Politics* Other Materials:

- News and online Media Sources (TBA)

Week 9: Religion, Spirituality, & Politics: It's Complicated

Required Reading:

- Selections from: Stephanie Kirk, Sor Juana Inés de la Cruz and the Gender Politics of Knowledge in Colonial Mexico

- Selections from R. Marie Griffith, *Evangelical Women and the Power of Submission* · Selections from Leila Ahmed, *Women and Gender in Islam* Other Materials:

- Film (TBA)

Week 12: Religion & Culture: Gendered Time & Sacred Time

Required Reading:

- Sarit Kattan Gribetz, *Time and Difference in Rabbinic Judaism*, Ch. 3, "Men and Women's Time," 135-187

- *ELO 2) Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

This ELO is reflected in readings and topics such as the following:

Week 1: Course introduction: What is Religion & Why Should Feminists Care?

Required Reading:

- Selections from Darlene Juschka, *Feminism in the Study of Religion: A Reader*

Week 2: Histories of Religion: Gender, Blood, and Sex in Early Modern Imperialism

Required Reading:

- María Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico*

Week 3: Histories of Religion: Gender Difference and Sexual Deviance in Colonial Latin America

Required Reading:

- Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*
- Selected Essays from Zeb Tortorici (ed), *Sexuality and the Unnatural in Colonial Latin America*

Week 13: Religion & Culture: Gendered Space & Sacred Space

Required Reading:

Elizabeth Pérez, *Religion in the Kitchen: Cooking, Talking, and the Making of Black Atlantic Traditions*

Written Assignment Rationale: The prompts for all three essays describe the assignment goals and embeds GE language into requirements so that the instructor may assess the ELOs straightforwardly. Specifically, the prompts includes the following paragraphs:

“Write a critical reflection on your choice of two required readings for the past three weeks, putting them into conversation with one another and reflecting on the important themes. In your essay, please pay attention to the ways religious ideas, practices and institutions have **influenced beliefs, perceptions of reality, and the norms which guide human behavior** related to gender and sexuality.”

Because the assignment hardwires the GE goals into its requirements, assessment will be able to reflect whether students *exceeded, met, or did not meet* the ELOs. As the essay is graded, the rubric will be ticked so that every student submission is assessed to exceed, meet, or not meet the two ELOs.

Short Essays Scoring Rubric

GOAL: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
LEARNING OUTCOME: Students analyze and interpret major forms of human thought, culture, and expression.			
LEARNING OUTCOME: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.			

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 2400

Instructor: Jessica Delgado

Summary: Higher Power- Feminisims and Religion

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Asynchronous lectures • Carmen discussion board postings • Netflix
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge or for a nominal charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			ASC Distance Learning Syllabus Template is used.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
--	--	--	--	---

Reviewer Information

- Date reviewed: 1/20/2021
- Reviewed by: Ian Anderson

Notes: This looks good!

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>

WGSST 2400: Higher Power – Feminisms & Religion Concurrence List:

- History
- Comparative Studies
- Religious Studies

From: [Elmore, Bartow J.](#)
To: [Heikes, Jacklyn C.](#); [Stotlar, Jackson](#)
Cc: [Delgado, Jessica L.](#)
Subject: FW: Concurrence request for WGSST 2400
Date: Monday, January 25, 2021 7:04:06 AM
Attachments: [image001.png](#)
[image002.png](#)
[WGSST 2400 Higher Powers - Feminims & Religion IP Syllabus AU21.docx](#)
[2400 Concurrence Request Form for History.pdf](#)

Jackson,

UTC considered this proposal and is happy to give concurrence. Thank you!

Best,
Bart

Bart Elmore
Associate Professor of Environmental History
Core Faculty, Sustainability Institute
Ohio State University
www.bartelmore.com
@BartElmore



From: Stotlar, Jackson <stotlar.1@osu.edu>
Sent: Wednesday, January 20, 2021 12:56 PM
To: Heikes, Jacklyn C. <heikes.6@osu.edu>
Cc: Delgado, Jessica L. <delgado.92@osu.edu>
Subject: Concurrence request for WGSST 2400

Hi Jacklyn,

I hope this email finds you well! I'm reaching out today with a concurrence request for a new course, WGSST 2400: Higher Powers – Feminisms & Religion, taught by Dr. Jessica Delgado (cc'ed here). Would you please pass this on to the appropriate faculty members to review the course for concurrence from History? I've attached the projected syllabus and a concurrence request form for the faculty member to fill out and return via email. In keeping with the two week concurrence response timeline, we are requesting a response by Wednesday, February 3.

Please let me know if you have any questions or if I can provide any additional information about this course. Thank you!

Best,
Jackson



Jackson Stotlar, MA

Academic Program Coordinator

College of Arts & Sciences Women's, Gender & Sexuality Studies

286G University Hall, 230 N. Oval Mall, Columbus, OH 43210

614-292-1268 Office

stotlar.1@osu.edu / wgss.osu.edu

Pronouns: he/him/his or they/them/theirs / Honorific: Rev.

From: [Armstrong, Philip](#)
To: [Stotlar, Jackson](#); [Arceno, Mark Anthony](#)
Cc: [Delgado, Jessica L.](#)
Subject: Re: Concurrence request for WGSST 2400
Date: Friday, January 29, 2021 11:48:22 AM
Attachments: [image001.png](#)

Dear Jackson and Jessica

Sorry for the delay on this—I just got word back from my colleagues in the Religious Studies area. I'm going to cut and paste their response here, just to be sure I have everything right. Please don't hesitate to get back in touch if you need anything else—happy to help

Best

Philip

We are happy to grant concurrence for the new WGSST course - we think it will complement, but not duplicate, our current religious studies offerings. We will be happy to promote it as a new elective for the religious studies major and minor. Once it's approved, we'll want to make sure to add it to our list of approved electives.

For what it's worth, we have generally found that 3000-level courses are more valuable for the RS program than 2000 level courses, because of the cap on how many 2000 level classes that can be counted, but we trust Jessica and WGSST to make that call based on what makes most sense for their program.

We'd also like to take this opportunity to confirm that WGSST includes RS 4875 (Gender, Sexuality, and Religion) as an approved elective for their program.

From: "Stotlar, Jackson" <stotlar.1@osu.edu>
Date: Wednesday, January 20, 2021 at 12:55 PM
To: "Armstrong, Philip" <armstrong.202@osu.edu>, "Arceno, Mark Anthony" <arceno.1@osu.edu>
Cc: "Delgado, Jessica L." <delgado.92@osu.edu>
Subject: Concurrence request for WGSST 2400

Hi Philip and Mark Anthony,

I hope this email finds you well. I'm reaching out today with a concurrence request for a new course, WGSST 2400: Higher Powers – Feminisms & Religion, taught by Dr. Jessica Delgado (cc'ed here). Would you please review the course for concurrence from Comparative Studies? I've attached the projected syllabus and a concurrence request form to fill out and return via email. In keeping with the two week concurrence response timeline, we are requesting a response by Wednesday, February 3.

I was uncertain if Religious Studies/the Center for Religious Studies would need to provide concurrence on this course or if concurrence should just run through Comparative Studies. I've emailed a concurrence request to Melissa Curley for Religious Studies concurrence as well, so apologies if this is overlap.

Please let me know if you have any questions or if I can provide any additional information about this course. Thank you!

Best,
Jackson



Jackson Stotlar, MA

Academic Program Coordinator

College of Arts & Sciences Women's, Gender & Sexuality Studies

286G University Hall, 230 N. Oval Mall, Columbus, OH 43210

614-292-1268 Office

stotlar.1@osu.edu / wgss.osu.edu

Pronouns: he/him/his or they/them/theirs / Honorific: Rev.