1. DATE: 2/25/11

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: ;

4. COMMUNITY COLLEGE INITIATOR: Julie A. Waskow PHONE: 623.845.3867
   FAX: 623.845.3222

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:

☐ 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-T) 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:
   - Core Areas: Select core area...
   - Awareness Areas: 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
   - ☑ Course Description
   - ☑ Course Syllabus
   - ☑ Criteria Checklist for the area
   - ☑ Table of Contents from the textbook required and/or list of required readings/books
   - ☑ Description of how course meets criteria as stated in Item 6.

8. THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
   - ☑ DEC prefix REL
     - Elective

Current General Studies designation(s): N/A

Effective date: 2011 Fall Course Equivalency Guide

Is this a multi-section course? ☑ Yes

Is it governed by a common syllabus? ☑ Yes

Chair/Director: Elizabeth Ursic

Chair/Director Signature: Elizabeth Ursic

AGSC Action: Date action taken: ☑ Approved ☑ Disapproved

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

**ASU--[G] CRITERIA**

**GLOBAL AWARENESS [G]**

<table>
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1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

Identify Documentation Submitted
Syllabus/Textbook, Table of Contents, Course Description/Outline

2. Course must be one or more of following types (check all which may apply):

   a. In-depth area studies which are 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.

   Syllabus/Textbook, Table of Contents, Course Description/Outline

   b. Contemporary non-English language courses that have a significant cultural component.

   Syllabus/Textbook, Table of Contents, Course Description/Outline

   c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

   Syllabus/Textbook, Table of Contents, Course Description/Outline

   d. 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. Most, i.e., more than half, of the material must be devoted to non-U.S.
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</table>
| Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | Course surveys world religions and spiritual traditions of the contemporary world with some references to historical foundations of contemporary perspectives/practices. | - Prescriptive Behaviors: Marital Relations Film clips: Taboo: Polygyny in Islam (Togo) and Child Marriage in India  
- Gender Definitions (Two-Spirits: online photos, and Hijras of India: Film Clip-Taboo: Hijras; HBO Middle Sex Series clips regarding Lady Boys of Thailand and compatibility with Buddhist teachings)  
- Sexually-Oriented Rites of Passage (circumcision, FGM, menstruation, deforation), Film clip: Taboo: Apache Changing Woman Ritual, Film clip on Orthodox Jewish Mikvah: 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.; Artificial-hymens/hymenoplasty in Iran and other Islamic countries |
- No Sex or Right Sex as Religious Prescription: Celibacy, Chastity, and Abstinence (News Clips: deal with challenges of abstinence-only education in public schools; AZ Board of Education policies regarding sex education; Movie Trailer: Teeth; Brahmacharya in Hinduism; Monastic Rules of Sangha/Buddhism)
- Sexual Proscriptions in Religion (and Ritual PREscriptions)
  Symbolic/Ritual Bestiality and Zoophilia v. Zoosexual Behaviors: examples from pagan/tribal cultures
  Autoeroticism/Masturbation across world religions
  Pain and BDSM as Spirituality and within religion (Film Clip: Hindu Ascetics; Film Clip: Beyond Vanilla; Film Clip: Crucifixion in the Philippines)
  Ritual Necrophilia among Mochica/East African Luo (Film Clip: Historical example from FL)
  Fornication/Adultery/Prostitution across world religions; examples of contemporary devadasis/temple prostitutes in India
  Homosexuality v. Homoeeroticism (Film: Homosexuality: A Religious Perspective (Sikh, Hindu,
| In-depth area studies which are 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. | Each major topic outlined in the syllabus is considered from the varied perspectives of world religions and earth-based spiritual traditions, as well as further contextualization of those religious perspectives within specific cultures/counties. | SAME AS ABOVE |
| Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas. | Each major topic outlined in the syllabus is considered from the varied perspectives of world religions and earth-based spiritual traditions, as well as further contextualization of those religious perspectives within specific cultures/counties. | SAME AS ABOVE |

Judaism, Christianity Islam; Film Clip: Taboo -- Gay Marriage in Holland; Bedchamber Books and Techniques of Spiritual Ecstasy (Film: History of Sex: Sex in the Eastern World); oKama Sutra v. Ananga Ranga (Indian); oTaoist Sex Manuals (Chinese); oTantra (Classical/Buddhist/Hindu v. Neo/California/Pop Tantra)
Description of how REL291 (Religion and Sexuality) meets criteria of Global Awareness (G):

Religion and Sexuality emphasizes the study of values, religions and belief systems, in part by exploring prescriptive and proscriptive sexual behaviors (sexual morals/ethics) in earth-based spiritual traditions, archaic religious traditions, world religions, and NRMs.

The course involves the comprehension, interpretation, and analysis of written and visual texts, and the historical development of certain textual traditions (e.g. Sufi love poetry). Students read and interpret primary source materials from Sumer, Hinduism, Judaism, Christianity, Islam, and Taoism. Students also read myths and poetry (and view art) that demonstrate ecstatic human/god unions (i.e. Leda and the Swan, Yeats; Zeus and Europa, poem by Maturai Marutaniilnakan regarding Krishna and gopis, etc.)

REL291 course materials also focus on the development of human thought, including emphasis on the analysis of religious systems of thought. In short, the entire course is based on analysis of religious systems of thought as they relate to human sexuality.

This course also concerns aesthetic systems and values. Each section of the course includes exploration of artwork/architectural examples across world cultures/religions.
Official Course Description: MCCCD Approval: 11-24-09

REL291 2010 Spring - 9999

Religion and Sexuality

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.

Go to Competencies  Go to Outline

MCCCD Official Course Competencies:

REL291 2010 Spring - 9999  Religion and Sexuality

1. Analyze the role religion plays in the formation of sexual identity. (I)
2. Describe the impact of religion on the development of societal sexual standards. (I, II)
3. Consider the impact of demographic, economic, environmental and political shifts on the sexual values and attitudes of religions. (II)
4. Describe the sexual values and attitudes embodied in the art, literature and rituals of various religions. (III)
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)

Go to Description, Go to top of Competencies

MCCCD Official Course Outline:

REL291 2010 Spring - 9999  Religion and Sexuality

1. Religion and the Formation of Sexual Identity
   A. Definitions of Sex and Gender
   B. Puberty, Menstruation and 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
   A. Definitions of Acceptable and Unacceptable Sex
   B. The incorporation of taboo sexuality into ritual
   C. Sex as the vehicle of sin in Christian tradition
   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
   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. The Development of Marriage
   B. Divorce
   C. Birth Control, Sexuality and Religion
   D. Women and Sexual Freedom
   E. Religion and Definitions of “Prostitution”
Religion and Sexuality (REL291)

YOU MUST BE 18 YEARS OLD TO ATTEND THIS CLASS!

Course Syllabus

Instructor: Dr. Julie Waskow
Office: LA132
Semester: Fall 2011
Section:
Meetings:
Room:
Phone: 623.845.3867
Office hours: MWF 8:30-10:30 a.m.
TR 11:30-1:00 p.m.
Email: julie.waskow@gcmail.maricopa.edu

Official 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:
- Sex, Marriage, and Family in World Religions, Browning, Green, Witte (any edition)
- PHI218 Student Notebook provided in class (paid for by your fee for this class)
- Primary source resources available online through our Blackboard classroom (Online readings include: The Hymn to Inanna, selections from the Kama Sutra, Ananga Ranga, writings of Augustine, John Paul II’s Theology of the Body, Quranic Laws: Sexual Relations and Crimes; Injunctions for Family Life, Talmudic Law regarding marital relations, Jewish Midrash: Lilith, 10 Levels of Brehon Marriage, The Biblical Laws of Sex and Marriage, A letter by Tertullian (a 2nd century Christian apologist) to his wife, The Laws of Manu on Sex and Marriage, Selections from the Muslim Sufi poet Rumi, The Song of Solomon)

Official Course Competencies:

1. Analyze the role religion plays in the formation of sexual identity. (I)
2. Describe the impact of religion on the development of societal sexual standards. (I, II)
3. Consider the impact of demographic, economic, environmental and political shifts on the sexual values and attitudes of religions. (II)
4. Describe the sexual values and attitudes embodied in the art, literature and rituals of various religions. (III)
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)

Class Schedule:
All readings with corresponding due dates are posted in Bb. When primary source readings are required, links to the sources online will be provided for you.

- Introduction to Religious Studies/Components of religious traditions that tie to sexuality
- Overview of major world religions
• Sex and Religion: An exploration of connections through art/architectural history and mythology
• Introduction to Relationships between Sexuality and Religion: Prescription v. Proscription/Sex-Positive v. Sex-Negative traditions
• Prescriptive Behaviors: Marital Relations Film clips: Taboo: Polygyny in Islam and Child Marriage in India; Film: Marital Sex: A Religious Perspective.
• Varying Gender Definitions across religions and cultures (Two-Spirited People: online photos, and Hijras of India: Film Clip-Taboo: Hijras; HBO Middle Sex Series clips: Lady Boys of Thailand and compatibility with Buddhism)

(Test 1)

• Sexually-Oriented Rites of Passage (circumcision, FGM, menstruation, defloration). Film clip: Taboo: Apache Changing Woman Ritual, Film clip on Orthodox Jewish Mikvah: 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.
• No Sex or Right Sex as Religious Prescription: Celibacy, Chastity, and Abstinence Challenges of abstinence-only education in public schools; AZ Board of Education policies regarding sex education; Movie Trailer: Teeth; Brahmacarya tradition in Hinduism)
• Sexual Proscriptions in Religion (and Ritual PREscriptions)
  o Symbolic/Ritual Bestiality and Zoophilia v. Zoosexual Behaviors: earth-based spiritual traditions and world mythology
  o Autoeroticism/Masturbation across world religions

(Test 2)

  o Pain and BDSM as spiritual practice and within religion (Film Clip: Hindu Ascetics; Film Clip: Beyond Vanilla; Film Clip: Crucifixion in the Philippines)
  o Ritual Necrophilia among Mochica and East African Luo (Film Clip: Historical example from FL)
  o Fornication/Adultery/Prostitution across world religions
  o Homosexuality v. Homoeroticism across world religions (Open/Closed Assignment Due: see below) (Film: Homosexuality: A Religious Perspective; Film Clip: Taboo -- Gay Marriage)
    o Kama Sutra vs. Ananga Ranga
    o Taoist Sex Manuals
    o Tantra (Classical v. Neo/California/Pop Tantra)

(Test 3)

(Final assignment due by 5:00 p.m. on the last Tuesday of classes)

Worksheets and Assignments
Worksheets will be administered for films and reading assignments. Quiz questions will be drawn, in part, from these sheets, as well as your note book. It is your responsibility to complete the worksheets on your own.

You will have (2) graded assignments beyond the 4 quizzes:

• Open & Affirming v. Closed Christian Organizations and Churches assignment = 10 pts

Search the web for churches/Christian organizations that are open and affirming AND for churches/Christian organizations that are "closed." Identify one of each type of organization and, in
an email to me, briefly report each group’s stance regarding homosexuality and its reasons for its stance as posted in its respective websites. Be sure to include the links to the websites in your report (300 words minimum: approximately 150 words each)

• Final Project = 30 pts

The following films are available through Netflix or the Religious Studies Department.

A Jihad for Love: In the Name of Allah (2007)

Documenting the quandary of gay Muslims via the perspective of subjects from countries such as India, Iran and Turkey, director Parvez Sharma chronicles their struggles to square their sexual orientation with their faith, which forbids homosexuality.

Trembling Before G-d (2001)

Gay and lesbian Jews who have been cast off by their families and by religious figures are interviewed in major metropolitan areas across the globe. Even in societies where homosexuality is gaining acceptance, many of those interviewed still struggle with balancing an intolerant faith with their sexual orientation.

Fire (1996)

Two Hindu women struggle with loveless, arranged marriages: Sita (Nandita Das), who discovers that her husband (Javed Jaffrey) has a mistress, and her sister-in-law, Radha (Shabana Azmi), who cannot give birth. As the lukewarm coals of their long-term relationships fade, the women ignite passion in their lives by finding comfort in each other.

Assignment product: 750 words minimum
• Summarize, in your own words, the major messages of the film of your choice from the two listed above. (5 points)
• Relate the findings to our class discussions (utilize the language/concepts learned in class to elucidate your observations stated in your summary. (10 points)
• Support your observations/commentary with specific examples from the film (convince me that you actually watched the whole film!). (10 points)
• Share your opinions about the film, clarifying reasons for your perspectives/opinions. (5 points)
• Points will be deducted accordingly for not meeting the minimum word count and, or excessive grammar/spelling mistakes.

Tests
All tests will be taken in class and consist of multiple choice, true/false, and short essay questions. You MUST PROVIDE YOUR OWN SCANTRON for each test. All short essay questions will be completed on a separate handout.

Test 1: Covers Introduction to Sex and Religion, Marital Sex, and Gender and Religion
Test 2: Covers Sexually-Oriented Rites of Passage, No Sex or Right Sex as Religious Prescription, Symbolic Zoosexuality, Autoeroticism
Test 3: Covers BDSM as Spiritual Practice, Ritual Necrophilia, Fornication, Homosexuality, Spiritual Ecstasy

Participation: Attendance will be taken at the start of every class. Each student has her or his own
sign-in page in a class folder. The instructor may exercise her right to drop a student if she is not contacted by the student, by the student's third consecutive absence (official, excused absences must be verified with appropriate paperwork). Students will retain (2) points for every day they are on time and remain for the entire class period. (In other words, you will lose your (2) points for any day you leave early or do not attend.)

**Grades:**

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<tr>
<td>A</td>
<td>221 - 246</td>
</tr>
<tr>
<td>B</td>
<td>197 - 220</td>
</tr>
<tr>
<td>C</td>
<td>172 - 196</td>
</tr>
<tr>
<td>D</td>
<td>148 - 171</td>
</tr>
<tr>
<td>F</td>
<td>147 total points and below in the class</td>
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Test 1 = ____/50 pts
Test 2 = ____/50 pts
Test 3 = ____/50 pts
Open v. Closed Churches = ____/10 pts
Final Project = ____/30 pts
Attendance (based on 28 class meetings) = ____/56 pts (2 pts/day)

/246 total points for semester

**Expected base-line behavior:**

*TURN OFF YOUR CELL PHONE BEFORE CLASS STARTS AND TEXT MESSAGING IS NOT PERMITTED IN OUR CLASSROOM!! THIS IS A SERIOUS DISRUPTION TO THE LEARNING ENVIRONMENT FOR YOU AND THE PEOPLE AROUND YOU.*

*DO NOT BE LATE TO OUR CLASS: it is disruptive and impolite*

*IF YOU ARE DISRUPTIVE IN OUR CLASS: (this includes talking during class/films, verbally attacking other students, passing notes, un-requested bathroom breaks during class, and leaving early without notifying the instructor first), I will first issue you a verbal warning. If you are disruptive a second or third time, I will report you to the Dean of Student Services. After these warnings, I will expel you from the class permanently.*

*YOU ARE RESPONSIBLE FOR KNOWING YOUR RIGHTS AND RESPONSIBILITIES AS A GCC STUDENT AS OUTLINED IN THE 2011-2012 STUDENT HANDBOOK. As a reminder, it is YOUR responsibility to take care of the necessary paperwork for withdrawing from a course. If you fail to withdraw yourself, you may receive an "F" for the course.*

*YOU MAY NOT USE SLANG OR CRUDE SEXUAL LANGUAGE IN THIS CLASS. It is expected that you are mature enough to discuss sexual concepts/issues from an academic or clinical perspective.*

**Audio Taping of Lectures:** Students are permitted to tape lectures for their own use only.

**Disabled Students Services:** Please let me know if you need extra assistance or accommodations inside
or outside of the classroom.

**Disclaimer Statement:** Course content may vary from this outline to meet the needs of this particular group.
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