GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

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: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;

Prefix: Number: ; 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: Humanities and Fine Arts (HU) Awareness Areas: Select awareness area...

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:
☐ OEC 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 Ujic Chair/Director Signature:

AGSC Action: Date action taken: ☑ Approved ☑ Disapproved

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASU - [HU] CRITERIA**

**HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet either 1, 2, or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria a substantial portion of the course content.**

<table>
<thead>
<tr>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus/Textbook Table of Contents, Course Description/ Outline</td>
</tr>
</tbody>
</table>

| 1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. |
| Syllabus/Textbook Table of Contents, Course Description/ Outline |

| 2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions. |
| Syllabus/Textbook Table of Contents, Course Description/ Outline |

| 3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. |
| Syllabus |

| 4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements: |
| Syllabus/Textbook Table of Contents, Course Description/ Outline |

| a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought. |
| Syllabus/Textbook Table of Contents, Course Description/ Outline |

| b. Concerns aesthetic systems and values, literary and visual arts. |
| Syllabus/Textbook Table of Contents, Course Description/ Outline |

| c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design. |
| Syllabus/Textbook Table of Contents, Course Description/ Outline |

| d. Deepen awareness of the analysis of literature and the development of literary traditions. |

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted primarily to developing skill in the use of a language — however, language courses that emphasize cultural study and the study of literature can be allowed.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL</td>
<td>291</td>
<td>Religion and Sexuality</td>
<td>HU</td>
</tr>
</tbody>
</table>

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 check sheet)</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>
</tr>
</thead>
</table>
| Emphasize the study of values, of the development of philosophies, religions, ethics, or belief systems, and/or aesthetic experience. | Course involves investigation of prescriptive and proscriptive sexual behaviors (sexual morals/ethics) in earth-based spiritual traditions, archaic religious traditions, world religions, and New Religious Movements (NRM). | • 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; HBG 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; Brahmacarya in Hinduism; Monastic Rules of Sangha/Buddhism)  
• Sexual Proscriptions in Religion (and Ritual PREscriptions) o Symbolic/Ritual Bestiality and Zoophilia v. Zoosexual Behaviors: |
<table>
<thead>
<tr>
<th>Humanities and Fine Arts [HU]</th>
<th>Page 4</th>
</tr>
</thead>
</table>
| **Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of sexual traditions.** | 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 devadasis/temple prostitutes in India
- Homosexuality v. Homoeoticism (Film: Homosexuality: A Religious Perspective (Sikh, Hindu, 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)
- Kama Sutra v. Ananga Ranga (Indian)
- Taoist Sex Manuals (Chinese)
- Tantra (Classical/Buddhist/Hindu v. Neo/California/Pop Tantra) |
<p>| 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/ged unions (i.e. Leda and the Swan, Yeats; Zeus and Europa, poem by Maturai Marutanilananakan regarding Krishna and gopis, etc.) | 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, The Story of 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 |</p>
<table>
<thead>
<tr>
<th>Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</th>
<th>The entire course is based on analysis of religious systems of thought as they relate to human sexuality.</th>
<th>See above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerns aesthetic systems and values, literary and visual arts.</td>
<td>Each section of the course includes exploration of artwork/architectural examples across world cultures/religions.</td>
<td>(e.g. Sexuality in Religious Art PowerPoint: survey of sexual archetypes in religious/sacred art; zoosexual representation in religious art and architecture (e.g. Kajaro Temple, India))</td>
</tr>
</tbody>
</table>
Description of how REL291 (Religion and Sexuality) meets criteria of Humanities and Fine Arts (HU):

Religion and Sexuality addresses and leads to an understanding of the contemporary world outside the U.S. by surveying world religions and spiritual traditions of the contemporary world with some references to historical foundations of contemporary perspectives/practices.

The course also involves in-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. 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. We often compare cultural manifestations of issues relating to sexuality, such as third-gender concepts from Buddhism in Thailand, to Hinduism in India, to Native American spiritual traditions. In this way, we are in a continual state of comparative cultural studies in which most, over ¾ of the course 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.
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
   E. Sex, Art and Iconography
   F. 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
Information on the document image is not provided.
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:**

- A = 221 - 246 total points in the class
- B = 197 - 220 total points in the class
- C = 172 - 196 total points in the class
- D = 148 - 171 total points in the class
- F = 147 total points and below in the class

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 baseline 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.
Sex, Marriage, and Family in World Religions

Edited by
Don S. Browning
M. Christian Green
John W. White Jr.
CONTENTS

Preface and Acknowledgments xi
About the Contributors xv
Introduction xvii

1. Judaism 1
   Introduction 1
The Hebrew Bible 12
   The Elephantine Marriage Contract 21
Hellenistic Jewish Philosophy in the Wisdom of Ben Sirach (Ecclesiasticus) 22
The Damascus Document of the Dead Sea Scrolls 24
   Josephus on Marriage Law 26
Mishnah on Procreation, Marriage, and Divorce 28
   The Babylonian Talmud 31
Aggadic Midrash on Marriage and Family 35
   The Babylonian Talmud on Marital Sex 38
# CONTENTS

The Babylonian Ordinance from the Academy on Divorce 39
The Ordinances of Rabbi Gershom (The Light of the Exile) 40
Medieval Marriage Contracts from the Cairo Geniza 42
Love Poetry from the Golden Age of Spain 43
The Order of the Get 45
Maimonides on Sex 49
Jewish Mysticism on Marriage and Sex 52
*The Book of the Pious* of Medieval Germany 56
“The Epistle on Holiness” (“Iggeret Ha-qodesh”) 59
Exchange Between Napoleon and the Jewish “Sanhedrin” on Issues of Marriage 62
Contemporary Developments in Jewish Marriage Contracts 66
Reform Opinion on Patrilineal and Matrilineal Descent 73

## 2. Christianity

Luke Timothy Johnson and Mark D. Jordan 77

Introduction 77
Creation and the Fall in the Book of Genesis 89
The Greco-Roman Context 89
Hellenistic Jewish Moral Instruction 91
Gospels of Matthew and Luke 92
Paul’s Letters to the Corinthians and Ephesians 94
Apocryphal Christian Texts 98
Augustine of Hippo 100
John Chrysostom 105
Peter Lombard 110
The Fourth Lateran Council 114
Thomas Aquinas 115
Mechthild of Magdeburg 119
Martin Luther 120
*Anglican Book of Common Prayer* (1549) 125
John Calvin 128
The Council of Trent 133

## 3. Islam

Azizah al-Hibri and Raja’ M. El Habti 150

Introduction 150
Creation and the Identity of Origin of Women and Men 156
The Fall from the Garden and Gender Equality 162
The Marriage Contract 166
Consent to Marriage 168
*Mahr*: The Obligatory Marital Gift 171
Other Stipulations in the Marriage Contract 174
Marital Relations 177
Polygamy 185
Marital Conflict 190
Divorce 200
Sexual Ethics 206
Rights Within the Family 211

## 4. Hinduism

Paul B. Courtright 226

Introduction 226
*Rig Veda* 10.85: The Marriage Hymn 232
The *Gṛhya-Sutras*: The Wedding Ceremony 236
Laws of Manu 240
The *Kāmasūtra* 250
Divine Marriage: Śiva and Pārvatī 255
The Karma of Marriage: The King’s Wife, the Brahmin’s Wife, and the Ogre 261
A Contemporary Hindu Marriage Ceremony 270
“Counting the Flowers,” a Short Story by Chudamani Raghavan. Translated from the Tamil by the Author 291