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<th><strong>1.) DATE:</strong></th>
<th><strong>10-29-2011</strong></th>
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<tr>
<td><strong>2.) COMMUNITY COLLEGE:</strong></td>
<td><strong>Maricopa Co. Comm. College District</strong></td>
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<th><strong>3.) COURSE PROPOSED:</strong></th>
<th><strong>Prefix: REL Number: 290 Title: Women and World Religions Credits: 3</strong></th>
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<td><strong>CROSS LISTED WITH:</strong></td>
<td><strong>Prefix: WST Number: 290; Prefix: Number: ; Prefix: Number: ;</strong></td>
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<th><strong>4.) COMMUNITY COLLEGE INITIATOR:</strong></th>
<th><strong>ELIZABETH URSIC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHONE:</strong></td>
<td><strong>480-461-7470</strong></td>
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**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 required readings/books**
- **Description of how course meets criteria as stated in item 6.**

**8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:**

- **DECREL, WST prefix**
- **Elective**

**Current General Studies designation(s): HU, G**

**Effective date:** **2012 Spring Course Equivalency Guide**

- **Is this a multi-section course?**  
  - **yes**  
  - **no**

- **Is it governed by a common syllabus?**  
  - **yes**  
  - **no**

**Chair/Director:** **ELIZABETH URSIC**  
**Ricker 10/27/2011**

**Chair/Director Signature:** **Emailed approval to J.**

**AGSC Action:** **Date action taken:**  
- **Approved**  
- **Disapproved**

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

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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.

Identification of Documentation Submitted:
- Official MCCCD Course Description, Competencies, and Outline; Course Syllabus; Textbook Table of Contents.

2. The course must match at least one of the following descriptions: (check all which may apply):

a. **In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**

Identification of Documentation Submitted:
- Official MCCCD Course Description, Competencies, and Outline; Course Syllabus; Textbook Table of Contents.

b. The course is a language course for a contemporary non-English language, and has a significant cultural component.

Identification of Documentation Submitted:
- Official MCCCD Course Description, Competencies, and Outline; Course Syllabus; Textbook Table of Contents.

c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

Identification of Documentation Submitted:
- Official MCCCD Course Description, Competencies, and Outline; Course Syllabus; Textbook Table of Contents.

d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.
Global Awareness [G]

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<td>REL</td>
<td>290</td>
<td>Women and World Religions</td>
<td>Global Awareness (G)</td>
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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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<tr>
<td><strong>SAMPLE:</strong> 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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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.

   The course examines the contemporary practice of world religions in many countries and regions outside the United States: India, China, Japan, the Middle East, Europe, and South America.

   A primary focus of the course is on learning about contemporary issues in non-U.S. cultures and societies.

   General: Competencies 1 & 2 require a focus on contemporary issues throughout the world.


   Esposito Text: Chapters 1, 2, & 9.

   Specific: Competencies 4 through 8 require a focus on contemporary issues within particular non-U.S. countries and regions: India, China, Japan, the Middle East, and Europe.


   Esposito Text: Chapters 3, 4, 5, 6, 7, &8.

   In addition, a large part of the course is focused on contemporary issues in South America. Syllabus: Weeks 1, 3, 6, 9, 12, 14, and 16.
| 2.a. In-depth area studies concerned with an examination of culture-specific elements of a region, country, or cultural group. | This course examines the cultural significance of women and their religious customs as practiced in India, China, Japan, the Middle East, Europe, and the Americas. | Competencies 4 through 8 require that the course provide in-depth cultural studies of women and religious practices in five countries or regions outside the United States: India, China, Japan, the Middle East, and Europe. Syllabus: Weeks 2, 4, 5, 7, 8, 10, 11, 13, and 14.

The course also includes in-depth cultural studies of women and religious practices in South America. Syllabus: Weeks 1, 3, 6, 9, 12, 14, and 16. |
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<td>2.c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
<td>The majority of the course content compares and contrasts the cultural significance of women and their religious customs within and between different regions of the world (mostly non-U.S.).</td>
<td>The entire course focuses on comparative cultural studies. This focus is required by Competencies 1, 2, 3, &amp; 9. See previous entries for the content in the syllabus and textbook readings that corresponds to these competencies.</td>
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Official Course Description: MCCCD Approval: 6-28-2011

REL290 2012 Spring - 9999
LEC 3.0 Credit(s) 3.0 Period(s) 3.0
Load Acad

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

Prerequisites: None.

Cross-References: WST290

Go to Competencies  Go to Outline

MCCCD Official Course Competencies:

REL290 2012 Spring  Women and World Religions - 9999

1. Distinguish the characteristics of female deities in selected prehistoric societies and contemporary indigenous religious traditions. (I)

2. Assess the significance of selected contemporary woman-centered religious traditions with those of male-centered religious traditions around the world. (II, III, IV, V, VI, VII)

3. Compare and contrast the symbols related to male and female deities in religions around the world. (I, II, III, IV, V, VI, VII)

4. Compare and contrast Indian culture and women's contemporary roles with their place in Hindu religious literature and art (II)

5. Compare and contrast Chinese culture and women's contemporary roles in China with their place in Chinese Buddhist religious art and literature. (III)

6. Compare and contrast Japanese culture and women's contemporary roles in Japan with their place in Japanese Buddhist the religious art and literature. (IV)

7. Compare and contrast Middle Eastern culture and women's contemporary roles in Middle East with their places in religious literature and art in Judaism, Christianity, and Islam. (V)

8. Compare and Contrast European culture and women's contemporary roles in Europe with their place in religious literature and art in Judaism, Christianity, and Islam movements. (VI)

9. Compare and contrast contemporary American women's cultural roles in Hinduism, Buddhism, Judaism, Christianity, and Islam and new religious movements as practiced in the United States. (VII)

Go to Description  Go to top of Competencies

MCCCD Official Course Outline:
REL290 2012 Spring  Women and World Religions
- 9999

I. Female in Ancient and Indigenous Religious Traditions
   A. Early goddess cultures
   B. Shift from female to male deities
   C. Myths and symbols relating to gender

II. Indian Culture: Women and Hinduism
   A. The roles of women in Hinduism and Indian culture and society
   B. Indian myths and symbols relating to women's roles in Hinduism

III. Chinese Culture: Women and Buddhism
   A. The roles of women in Chinese Buddhism, Chinese culture and society
   B. Chinese myths and symbols relating to women's roles in Chinese Buddhism

IV. Japanese Culture: Women and Buddhism
   A. Roles of women in Japanese Buddhism, Japanese culture and society
   B. Myths and symbols relating to women's roles

V. Middle Eastern Culture: Women, Judaism, Christianity, and Islam
   A. The roles of Middle Eastern women in Judaism, Christianity, and Islam
   B. Middles Eastern traditions relating to women's roles in Judaism, Christianity, and Islam

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

VII. Women and Religion in the United States
   A. The changing roles of women in the United States
   B. Dominant religious practices and belief systems regarding women's roles in contemporary American culture
   C. Women and new religious trends

Go to Description  Go to top of Competencies  Go to top of Outline
REL 290 - Women and World Religions Syllabus    Fall 2012
Instructor: Elizabeth Ursic
Phone: 461-7470, Office: Building 43-A, BP-9,
Office Hours: MWF 12:00 - 1:00; (Red Mountain TTh 12:00 - 1:00) Email:
eursic@mesacc.edu.

Required Text:

Course Objectives:
This course is designed to introduce you to the role of women in several world religions as practiced around the world. This course includes a study of myth and symbol as they are used to establish, maintain and enforce sex-roles within specific religions. The course will also cover a survey of women’s participation and leadership in the world religions particularly outside the U.S. and their contributions to reforming religion and society.

My Teaching Philosophy:
As your instructor, I see myself as your coach. I want you to succeed. I assume you are motivated, active learners and will put in the effort. There is no curve in this course; everyone who masters the material gets a good grade. I have structured the course to get you reading, discussing, writing, presenting and interacting with the material. I am passionate about women and religion and hope you experience the exhilaration of expanding your horizons as you learn how women influence religion and how religion influences women. We will be covering a lot of material in a short amount of time, so keep up with the homework, stop by my office hours to discuss the material more in-depth, and contact me with any questions/ concerns. By the end of the course my intent is for you to become better informed global citizens, able to appreciate diverse religions and to understand the opportunities and challenges facing women in religions around the globe.

Course Requirements:
WebCT: This course includes WebCT. To access the course, you will need to set up an MCC email account. Go to My MCC Portal to do this. (Call MCC Technical Support for Help: 461-7217). Once you set up your MCC email account, you will be able to access the WebCT portion of the course. Send me an email from WebCT as soon as you sign in so I know you are there!
Basics Students responsible for the syllabus as well as policies and procedures as detailed in the student handbook. The syllabus may be modified at the instructor's discretion and will inform the students. Students with disabilities need to inform the instructor at the beginning of the class to receive school approved accommodation. Students that do not "attend" class (i.e., not submitting work due) for 2 weeks will be dropped.
Tolerance: The key to a great World Religions class is that you seek to understand religious viewpoints different from your own. Respecting others and what they have to say is a valuable life skill, and is essential for religious studies. This does not mean you accept everything you hear. Discernment, critical thinking and claiming personal viewpoint are essential to study and life. In addition to listening respectfully, you are also asked to present your own perspectives and comments in ways others can hear, as to enhance the religious dialog.

Grading Points
Discussion Board: 24 x 5 points 120
Quizzes 6 x 10 points 60
Site Visit Paper 40
Final Exam 40
TOTAL 260
Final grades: A= 234 - 260 points (90% - 100%)
B= 208 - 233 points (80% - 89%) C= 182 -
207 points (70% - 79%) D= 156 - 181
points (60% - 69%)
F= 0 - 155 points (below 60%)
Grading standards:
"A" indicates that you clearly understand the material, and have critically and creatively analyzed its various aspects, showing its complexities.
"B" indicates that you have an average grasp of the material and have made no errors. However, your work does not address the complexities of the issue.
"C" indicates some difficulty in presenting the material that reflects an average comprehension, but is flawed by some significant misunderstanding of the issues.
"D" indicates that you demonstrated only a very basic understanding of a portion of the material with most of the issues misunderstood.
Note: Basic grammar and writing organization are assumed for written work. Please utilize the Writing Center if you have concerns about your writing skills. Your grade may be lowered for poor grammar, spelling, punctuation or organization of your thoughts.
*** Plagiarism in any form will not be tolerated and your grade will be lowered.

Class Schedule for REL 290

Introduction
Week 1: Overview of Women and Religion, and Women and Indigenous Traditions

Women and Asian Religions
Week 2: Women and Hinduism: India
Week 3: Women and Hinduism: North and South America
Week 4: Women and Buddhism: China
Week 5: Women and Buddhism: Japan
Week 6: Women and Buddhism: North and South America
Week 7: Women and Confucianism and Daoism: China

Women and Abrahamic Religions
Week 8: Women and Judaism: Middle East
Week 9: Women and Judaism: North and South America
Week 10: Women and Christianity: Middle East
Week 11: Women and Christianity: Europe
Week 12: Women and Christianity: North and South America
Week 13: Women and Islam: Middle East
Week 14: Women and Islam: Europe
Week 14: Women and Islam: North and South America

Conclusion
Week 16: Women and Contemporary Religious Movements

Quizzes: Quizzes are non-cumulative. Seven quizzes will be given (Indigenous, Hinduism, Buddhism, Judaism, Christianity, Islam, New Trends). The top six scores will count towards your final grade. The quizzes are open book, open note. To prepare for the quiz, use the review term list at the end of the chapter.

Discussion Board: For each week, there will be a discussion board. You must make one posting to the discussion question, and at least one second posting in response to another student's post. Each time you post it must be at least 100 words. You will do this for all discussion questions.

Site Visit and Paper: You are to make a religious site visit with a female friend who practices a religion different from your own and write a paper. It is best not to take notes during the event, but do pay careful attention. Afterwards, interview your friend. (If attending a religious service different from your own is against your own religious practice, please come see me in the first week of class to make
- What is the purpose of the ceremony?
- Describe what you saw (# people; special clothing and special roles; processions, postures; scripture and prayers; building architecture and religious art, length of time, language(s) spoken). - Explain the religious significance of what you saw.

Part II: The Interview (if you get a chance to talk to someone)
- Describe the person
- Why does she practice this faith?
- How long has she been practicing?
- Please explain the ceremony (to help with Part I.)
- What does she feel is most important for you as a visitor to know about the religion?
- What does she like most about this religion?
- What has she learned about being a woman from this religion?
- Is there a special role for women in the religion?
- Is there anything challenging about being a woman in this religion?

Your Experience
- How did you feel at the ceremony? What was most comfortable? What was most uncomfortable?
- What did you find similar to your own religion?
- What did you find different from your own religion?
- What made the biggest impression on you?
- What insights did you gain about this religion from attending the ceremony?
- What insights did you gain about this religion from the interview?
- Are you glad you went? Why or why not?

The paper:
The structure of the paper should have three sections:
I. Description of Site Visit (2-3 pages)
II. Interview (2-3 pages)
III. Personal Reflection (2-3 pages)
6-9 pages typed
1" margins, Times New Roman 12 point font, double spaced

MCC Early Alert Program (EARS)
Mesa Community College is committed to the success of all our students. Numerous campus support services are available through each academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerted and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional.
Early Alert Web Page with Campus Resource Information can be located at:
http://www.mesacc.edu/students/ears
or at the "Early Alert" section at the mymcc link from MCC's home page.
If you think you have a disability, including a learning disability, please make an appointment with an advisor at Disability Resources as soon as possible. They can assist you with appropriate accommodations for you in your classes.

*** This syllabus may be modified at the discretion of the instructor.
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The subject of women in the world’s religions is vast, fascinating, and complex—and full of remarkable personalities. Religions are not isolated, unified wholes; they vary not only from one to another but also internally, through time, place, and factions. The patterns of women’s participation are often different from those of men, who tend to hold the positions of leadership. Women’s contributions and ways have often been obscured by the predominance of men, so their spirituality may be expressed in alternative, more private means. In the past, none of this was well recorded, but now, with much interest in recovering women’s history and analyzing their roles, there is an enormous body of literature about women in religion.

This book is intended to provide an accessible introduction to this variegated mosaic. It gives a balanced view, exploring many perspectives on contemporary issues, including feminist theories and the voices of marginalized women. I have taken a “world religions” approach, with an historical introduction to each major religion, followed by the history of women within the movement and contemporary analysis of the issues raised. To uncover some of the realities of their spiritual lives, I have used women’s own voices, allowing them to explain their life experiences and perspectives. Thus the book is lively and relevant as well as descriptive and analytic. Readers of my well-received textbook Living Religions have always appreciated its use of real voices, so here I have made extensive use of direct quotations from my interviews with women of many cultures and faiths—some venerated traditional figures, some ordinary contemporary women—because it is only through such “on-the-ground” accounts that a true picture of women in religion begins to emerge.

Women in Religion includes many scriptural passages about women and quotations from other texts with a significant impact on their religious lives, such as the first-century Lessons for Women by Pan Chao of China and the fifteenth-century Christian text Malleus Maleficarum, which vilified women as witches. Religious founders and scriptures have sometimes been ambiguous in their treatment of women, and within the scope of an introductory text I have tried to unravel some of these ambiguities, such as the Buddha’s alleged reluctance to allow women to be nuns and the Prophet Muhammad’s relationships with and reported pronouncements on women.

Contents
The first chapter takes an overview of women’s religious experiences, regardless of their particular tradition. It looks at issues that emerge again and again, such as
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