Instructor: Dr. Meredith Minister  
Email: mministe@su.edu (best method of communication; in most cases, I will respond within 24 business hours)  
Office phone: 540.665.4561  
Office: Davis 203  

Course start date: 1.17.17  
Course end date: 5.10.17  
Instructional Contact Hours: 45 total (3 hours/week)  
Proxy Hours: 100 total (2 hours/week)  

Weekly Course Rhythm: Sunday: reading quizzes and discussion boards open, Tuesday: (for discussion leader) argument map and lead post due, Wednesday: first quiz, hypothes.is annotation, and discussion board posts on required reading due, Friday: second reading quiz, discussion board posts on optional reading, and GoogleDoc update based on meeting with partner due, Saturday: reading quizzes and discussion boards close. For the discussion leader, the summary blog is due the following Friday.  

Course Description: This course examines religious understandings of sex and gender in Christian and Muslim communities, as well as in the Bible and Qur’an, exploring the relationship between religious and social understandings of sex and gender. No prerequisites.  


Course Purpose: This course aims to contribute to Shenandoah University’s core values by cultivating respect for diverse cultures, experiences, and perspectives.  

Learning Outcomes

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<tr>
<th>Objective</th>
<th>Direct Measure</th>
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<tr>
<td>Understand and analyze religious texts about sex and gender from multiple perspectives</td>
<td>Reading quizzes and discussion board posts</td>
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<tr>
<td>Understand and analyze how people in religious communities position themselves in relation to texts about sex and gender and traditions that mark sex and gender</td>
<td>Mapping Project</td>
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<td>Analyze, evaluate, and synthesize texts and communal resources relevant to a particular question or problem related to the intersection of sex, gender, and religion</td>
<td>Group presentations via Zoom</td>
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<td>Create a paper or project to share analysis and synthesis</td>
<td>Research paper, project, or essay exam</td>
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Accessibility Statement

The instructor of this class is committed to having a class that is accessible for all students. While this class is designed with multiple ways of learning and processing information in mind, there may be many reasons (intellectual and emotional) that students may find it difficult to learn in this course. If students have individual learning needs and wish to discuss those or if difficulty with the material arises, please contact the instructor. If you need accommodations, please register with the Office of Learning Resources and Services (located in the Academic Enrichment Center in Howe Hall, room 204) at the beginning of each semester, or as soon as possible, so that arrangements can be made. Accommodations are granted on a case-by-case basis with the support of proper documentation. Please call the office of Learning Resources and Services at 540-665-4928 or email dss@su.edu for information and/or to make an appointment to discuss your needs. You will find more information at: http://www.student-life.su.edu/disability-services/

If you do not have a documented issue with accessibility, please remember that there are many resources on campus that offer assistance for all students. Student Support Services: http://www.su.edu/departments-offices/academic-enrichment-center/the-office-of-learning-resources-and-services-olrs/; The Library online materials and IC Help Desk are available 24/7: http://www.su.edu/university-libraries/; https://workorder.su.edu/helpdesk/; Counseling resources are available at: http://www.student-life.su.edu/counseling-center-home/

Methods of Evaluation

Weekly assignments:
Annotation of required reading. (11%)
For this assignment, students should annotate the required reading for each week using the hypothes.is links to the course text on Canvas. Students should set up an account and annotate within the course group (SU REL/GWST). For each reading, students should attempt at least 3 annotations. Annotations may be reactions (great point!), questions (what does the author mean by X?), connections (I wonder how this goes with this other thing), attempts to summarize (I think what the author is saying here is x), or disagreements (the author claims x, but I disagree because…). Credit awarded for completion. For more information on how to set up a hypothes.is account, see here: https://hypothes.is/quick-start-guide-for-students/. For more about how to annotate, see this introduction to using hypothes.is: https://hypothes.is/welcome/be862af6325f0530 and to using the via proxy for annotation: https://docs.google.com/presentation/d/16rqrwgnD8DGqa7b95LVUIZYcizR429fhvIyxxO-nz7Q/edit#slide=id.p and best practices for annotation here: https://hypothes.is/annotation-tips-for-students/.

Discussion board contributions (17%)
Each week, students should contribute to the discussion boards as needed to sustain intellectual engagement of the course material (or a minimum of four posts). Discussions are the way to participate in an online class. It is important to post thoughtful messages that move the conversation forward. “I agree” is a response but not a sustained engagement so it will not count as one of the four posts. There are different kinds of discussion posts. Some posts attempt to summarize the reading, some posts raise questions about the reading, some posts connect the reading to other information or arguments, some posts offer a counter-argument to the argument presented in the reading. Before posting, students should consider how their post contributes to the discussion and carefully weigh the information and arguments of the previous posts. Posts should show comprehension of the material in the text and should engage with the material by analyzing and interpreting it. Posts will not be graded for form but should be grammatically clear enough not to present anyone with a problem in understanding your point.

At least one of the contributions should be on the board for the required reading. There will also be opportunities to discuss the optional readings and the weekly theme. At the end of each week, students will be
graded on overall participation in discussion threads for the week (see discussion rubric). Discussion boards will close for comment at the end of each week.

**Reading quizzes (at least 2) (11%)**
The reading quizzes will be available on Canvas. They are designed to test reading comprehension. For best results, they should be undertaken once a reading has been completed. Multiple attempts allowed.

**Meet with course partner and contribute to collaborative GoogleDoc. (11%)**
In order to facilitate conversation around the course topics, students should meet with their course partner (face to face or via Google Hangout, Skype or Zoom) at least once a week in order to talk about the course material, including interpretations of the readings, questions about assignments, and continuing the discussion from the discussion boards. The partnership should develop a collaborative GoogleDoc, shared with the instructor, to keep track of the conversation during these meetings. Credit awarded for completion.

**Major assignments:**

**Discussion leader argument map, discussion board post, and blog post summary. (10%)**
In order to facilitate discussion on the required reading, the role of discussion leader will rotate throughout the semester. As discussion leader, students should begin by mapping the argument in the required reading for the week (see lesson on argument mapping for more information), create the first discussion board post on the required reading for the week (this post should contain at least two questions for discussion), and help prompt the discussion by replying to other posters during the discussion. At the end of the discussion, the discussion board leader should summarize the key points of the discussion in a 750-1000 word blog post that will be available to other students for review.

**Group presentations at the end of each unit. (15%)**
After each unit, the class will divide into groups to analyze some of the most important topics and questions raised in the unit. This analysis will be facilitated by the discussion questions at the end of each section of the reader. In this collaborative assignment, students will choose one of the discussion questions from the end of the section and, in a group of 3-4, develop a presentation (using GoogleSlides, Powerpoint, or Prezi) that addresses the discussion question by drawing on at least 3 of the reading selections from the unit. Each presentation should have at least six slides (introduction to question, how first selection relates to question, how second selection relates to question, how third selection relates to question, comparison of selections, and conclusion). Each group member should be responsible for drawing on one of the reading selections to create a slide. The group as a whole should be responsible for introducing the presentation, comparing the perspectives, and concluding the presentation. These will be presented during a synchronous zoom meeting during the weeks of class that follow the completion of each of the three course units.

**Mapping project. (10%)**
In order to examine the dynamic relationship of sex, gender, and religion in a specific community, students will create a map of local religious understandings of sex and gender in a specific community.

For the first stage of the project, students should choose a place (hometown or a neighborhood) and use google maps to map at least 5 religious locations in that place. While maps might focus on religious communities, maps might also include businesses and non-profits with religious commitments or places where religious commitments appear regularly, if unexpectedly (such as in education or government). Each location should have a plot point for these different types of religious locations (perhaps a blue dot for religious communities, a green dot for non-profits with religious commitments, a yellow dot for businesses with religious commitments, and a purple square for places where religious commitments often show up unexpectedly, etc.). For more on how to use google maps, see (develop resource). This will be due during the week following the completion of the first course unit.
For the second stage of the assignment, students should go to the websites of each of these places and see if they have explicit statements about women, sex, or gender. For the places that have explicit statements (you should have at least three), summarize the statement; what does the statement say? How might you interpret the statement in light of a theory we’ve discussed in the course so far? Do you agree with the statement; why or why not? This will be due during the week following the completion of the second course unit.

For the final stage of the assignment, impose your summary and analysis on your map and present your findings to the class. For more on how to use google maps, see (develop resource). This will be due during the final week of class.

**Final Project: Choose 3 exams OR research paper OR creative project. (15%)**
To assess analysis and synthesis of major course themes and topics, students may choose to take three exams at the end of each unit, write a research paper, OR develop a creative project. Students may not go back and forth between the options but must choose one option for the duration of the semester.

The exam option will consist of three exams, given in order to assess understanding and critical engagement of the material. These exams will be given at the completion of each unit of the course (bodies, desires, and performances) and will be open-book and self-paced. These exams will consist of short answer and essay questions and will test not only understanding but also critical engagement with the texts. While students should feel free to discuss the exam with other students, each student must turn in a separate exam that should be completed individually. Exam questions will be available at least one week before the exam will be due.

The research paper option will consist of a 10-page research paper that will be drafted with signposts over the course of the semester. The first signpost will be a research question and sources, due the week following the first course unit. The second signpost will be a thesis and outline, due the week after Spring Break. The third signpost will be a first draft, due the week following the second course unit. A zoom meeting with the instructor will occur to discuss this draft. The final paper will be due during the last week of class.

The creative project option will consist of a project that is designed and implemented by the student and, like the research paper, will be developed with signposts over the course of the semester. The first signpost will be a proposal due the week after the completion of the first course unit. The second signpost will be a development plan, due the week following Spring Break. The third signpost will be the pilot implementation of the project and should be submitted for feedback during the week following the second course unit. A zoom meeting with the instructor will occur to discuss the pilot project. The final submission of the project should be accompanied by a brief essay of explanation and will be due during the last week of class.

**Grading Scale:**
A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 60-66%; F = below 60%

**Schedule**
Note: whenever a reading is identified only by the last name of the author, it is a reading found in the required reader for the course.

**Week 1: Learning, collaborating, and playing online**
**Goal:** Develop familiarity with course procedures and digital tools.
**Required Reading:** Introduction.
**Watch:** Argument mapping lesson and how to annotate with hypothes.is.
**Activities:** Zoom meeting, discussion board, practice quiz.

**Unit 1: Bodies**

**Week 2: Regulating Bodies. Focus on Christianity. Optional tradition: Buddhism.**
Required reading: Introduction to Part 1 and Douglas.

Required reading: Holt.
Choose at least one: Powers, Burka Avenger, Priya’s Shakti.

Week 4: “Suffering” bodies. Focus on Christianity.
Required reading: Orsi.
Choose at least one: Selections from Eli Clare, \textit{Exile and Pride} or “There Will Be One Vacant Chair” from \textit{Long Hidden}.

Required reading: Weissler, 67-76.

Week 6: Analysis and synthesis (break from weekly routine). Zoom meeting for group presentations. Exam 1 or signpost for research paper or creative project due. First stage of mapping project due.

Unit 2: Desires

Week 7: Desire and fluidity.
Required reading: Sedgwick.
Choose at least one: Hollywood, other options TBD.

Week 8: Regulating desire. Focus on Judaism. Optional tradition: Islam.
Required reading: Biale.

Spring Break.

Required reading: Schalow.
Choose at least one: selections from Mia McKenzie, \textit{The Summer We Got Free}, Daniel Jose Older, “Kia and Gio”

Week 10: Queer desires. Focus on Christianity.
Required reading: Jordan.
Choose at least one: Zeb Tortorici, Michael Warner.

Week 11: Analysis and synthesis (break from weekly routine). Zoom meeting for group presentations. Exam 2 or first draft of research paper or first draft of creative project due. Second stage of mapping project due.

Unit 3: Performance

Week 12: Gender as Performance. Optional traditions: Caribbean traditions, Hinduism.
Week 13: Transgender Performance. Focus on Christianity. 
Required reading: Hero. Choose at least one: Other options TBD.

Required reading: Fernando. Choose at least one: Lehrman, Lal.

Week 15: Analysis and synthesis (break from weekly routine). Zoom meeting for group presentations. Zoom meeting for individual presentations of mapping project. Exam 3 or final draft of research paper or final draft of creative project and explanation due. Mapping project due.

Course Policies

Technology Policy. Students should have a computer and Internet access that meets or exceeds the guidelines recommended by Institutional Computing. This course will use Canvas as the learning management system. Most course content and discussions will be hosted or linked there. This course will also use Hypothes.is for collaborative annotation, Zoom for synchronous meetings, GoogleDocs, Slides, and Maps for collaborative activities, and WordPress to create a class blog and post final assignments. Quick start guides for these tools can be found here or by clicking on the hyperlinks above.

For individual and small group activities, students are encouraged to use tools that they are most comfortable with and may, therefore, opt to use a different tool to accomplish a task. Students may, for example, meet with their partner using Skype or GoogleHangout instead of Zoom or use Prezi to develop slide presentations instead of GoogleSlides. For activities that involve the class as a whole, all students must use the tools provided (Canvas, Zoom, and WordPress).

Attendance. Attendance is required and expected. Attendance will be determined by participation in discussion boards and assignment submissions. It is highly recommended that students schedule the time to complete class requirements.

Communication. Group and collaborative mediums of communication include weekly collaborative annotation, discussion board postings, synchronous conversations with your partner (video or face to face), and four synchronous large group discussions TBD. Unilateral mediums of communication (from instructor to student) include brief weekly video updates.

Late Work. All assignments are due at the beginning of class. An assignment is considered one day late if it is submitted anytime after class until midnight the day after class. This results in a loss of 10 percentage points. The penalty for two days late is a loss of 20 percentage points. The penalty for three days late is a loss of 30 percentage points. The penalty for four days late is a loss of 40 percentage points. No work will be accepted more than four days late. The student will receive no credit (0 points) for that assignment.

Religious Observance. Religiously observant students wishing to be absent on holidays that require missing assignments should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed.

Syllabus. The projected assignments, schedules, and due dates contained in this document are subject to change in response to the ebb and flow of different class dynamics and world events. If a change occurs it will be clearly communicated via email and announced on Canvas.

Complaints. Students with complaints should refer to the policy outlined in the university catalogue available on the university website. After these procedures have been exhausted, further recourse is outlined on the Accreditation page of the university website.
Privacy Policy for Distance Education (from the SU catalogue). Shenandoah University will make every attempt to protect student privacy with respect to online activities. Distance Education students must recognize, however, that the university administration uses analytic data (such as “cookies” or usage statistics) to ensure that systems function well and that some student activities in distance courses may be recorded for later use. Some instructional technology systems used by the university provide faculty with student usage information such as page views and time spent engaging in online activities. In order to keep communications between faculty and students private, the university provides access to a FERPA-compliant encrypted email service. The content of such messages will not be disclosed to parties outside the university except as required by law. Student email accounts are only managed to the extent necessary to ensure adherence to university use policy or as required by law. Analytics are used to track user behavior on university websites, but this information is for internal university use only. Similarly, network traffic is only analyzed for the purposes of keeping systems operational and to ensure compliance with university policy or law. External software vendors that provide services to the university will be required to keep student information secure.

Academic Integrity. Cheating, even if unintended, will not be tolerated in this class. To avoid any confusion, plagiarism involves presenting someone else’s work as your own. In its most common form, plagiarism is lifting full paragraphs and/or excerpts from articles or film reviews found in print media or on the internet without providing an appropriate acknowledgement or citation. Any suspected case of plagiarism will be remanded to the Academic Integrity Board. Please note, once a case is turned over to this board, it is out of an instructor’s hands. On a final note, students should be reminded that plagiarism is almost as easy to detect as it is to commit. Should you have any questions about what constitutes plagiarism see me immediately. (See Student Handbook for details on violations and disciplinary actions. e.g. Article IV. Violations: Section 1. Cheating; Section 2: Plagiarism.)

Shenandoah University adheres to principles and practices of the Academic Honor Code. The Honor Code is the system of conduct of the University which reflects the core of principles and values that the University has established regarding individual responsibility and matters involving honorable conduct. The concept of honor may be defined in a variety of ways: however, at this University, the code under which we live prohibits lying, stealing, and cheating.....Ignorance is not an acceptable defense for failure to follow the Honor Code.

Disclosure of Disability Statement (standard SU statement): The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities. Under ADA, a disability is defined as a physical or mental impairment that substantially limits a major life activity. If you need accommodations because of a disability, please register with the Office of Learning Resources and Services (located in the Academic Enrichment Center in Howe Hall, room 204) at the beginning of each semester, or as soon as possible, so that arrangements can be made. Accommodations are granted on a case-by-case basis with the support of proper documentation. Please call the office of Learning Resources and Services at 540-665-4928 or email dss@su.edu for information and/or to make an appointment to discuss your needs. You will find more information at: http://www.student-life.su.edu/disability-services/