Course Description

This course explores and analyzes emerging themes and issues in gender studies in religion, focusing on those that intersect with race, sexual and gender orientation, ethnicity, class, culture, nationality and religious expression. The course will provide theoretical groundwork and common vocabulary for students interested in pursuing gender studies and feminist scholarship in theology and religious studies. The selective teachings and practices of women in different religious traditions such as Buddhism, Chinese popular religions, Daoism, Hinduism, Islam, Judaism, and Christianity will be explored.

Learning Outcomes

After successfully completing this course with a final grade of B or above, students will be able to:

• a general grasp of theories of gender construction and their relevance to the study of religion as cultural phenomenon;
• basic methodological understanding of the various feminist approaches to the study of religion;
• a general knowledge of the various religious teachings and practices concerning women;
• a critical ability to analyze religious texts, teachings and practices from a feminist perspective.

Pedagogical Commitments

1. Engaging other religious and cultural differences will move us to zones of discomfort and anxiety. Let us be humble, open-minded and respectful to the other (our stranger).
2. Learning is dialogical and communal. We hope to build up a learning circle. We treasure this communal learning process and are willing to build up a trustful and respectful environment.
3. Your experience is a primary source of knowledge and wisdom. In all written works and class
discussions you are encouraged to integrate the course’s theoretical resources with your own experience.

**Procedure**

This course will involve lectures by instructor, extensive class discussions in a variety of formats: tutorial, student presentation, exposure trip, primary text analyses, and movie screenings, striving to engage a diversity of actual women’s religious voices through a multiplicity of resources.

<table>
<thead>
<tr>
<th>Lecture (hr) in/ out class</th>
<th>Interactive tutorial (hr) in/ out class</th>
<th>Reading (hr) in/ out class</th>
<th>Group Project (hr) in/ out class</th>
<th>Extended Reflection Paper (hr) in/ out class</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>M</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1.5 hr</td>
<td>1 hr</td>
<td>2 hr</td>
<td>2 hr</td>
<td>3 hr</td>
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<tr>
<td>M: Mandatory activity in the course</td>
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<tr>
<td>N/A: Not applicable</td>
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</tbody>
</table>

**Assessment Scheme**

<table>
<thead>
<tr>
<th>Task nature</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Two Reading Notes of Tutorial Sections</td>
<td>Less than 1 page with your observation and reflection (and questions) of the tutorial readings X 2 times. Should submit on class and on blackboard before the class.*</td>
<td>10 %</td>
</tr>
<tr>
<td>2. Film Analysis</td>
<td>Words: 2000 in Chinese or in English; Due Date: <strong>26 October 2017</strong>. Make a Gender Critical Analysis on one chosen film in the list.*</td>
<td>30 %</td>
</tr>
<tr>
<td>3. Group Presentation</td>
<td>3-4 Students in one group; Present a group project about any relevant issues in religion and gender studies (20 minutes)</td>
<td>20%</td>
</tr>
<tr>
<td>4. Extended Reflection Paper</td>
<td>Words: 4000 in Chinese or in English; Due Date: <strong>14 December 2017</strong>. Student individually write an extended reflection paper on your group project. Papers with no proper reference will be returned and treated as late submission if resubmitted after the deadline.*</td>
<td>40%</td>
</tr>
</tbody>
</table>

* Deduction of marks applies to late submission, each day one subgrade.

# We encourage students using Chinese to write an academic term paper. Hope you can express the best for your work. For those English as a second language, please go to the independent learning centre for editing support: [https://www.ilc.cuhk.edu.hk/CH/mission.aspx](https://www.ilc.cuhk.edu.hk/CH/mission.aspx)
Recommended learning resources

Asian Women’s Resource Centre for Culture and Theology: http://www.awrc4ct.org
European Society of Women in Theological Research: http://www.eswtr.org/home.html
Feminism and Religion: https://feminismandreligion.com/about/
Feminist Studies in Religion: http://www.fsрине.org/
WATER: Women’s Alliance for Theology, Ethics, and Ritual:
http://www.waterwomensalliance.org/
The Jewish Women’s Archive: http://jwa.org/aboutjwa
Hong Kong Women Christian Council 香港婦女基督徒協會: http://www.hkwcc.org.hk
Queer Theology Academy 性神學社: http://queertheo.com/

Course Texts/ Readings
*Selected Journal Articles in online ATLA Religion Database
*Selected Articles from books reserved at CC Library, CUHK.

Course Schedule
1. Sept 7: Introduction: Our Goals, Scope, Contexts and Pedagogy/ The Challenge and Promise of Religion and Gender Studies
   Linda Woodhead, “Is Religion Good for Women?”
   https://youtu.be/frOilQg4Ui8

   Part I: Engaging with Methodology in Religious Studies
2. Sept 14: Phenomenology of Religion
   Faure, Bernard. “Introduction.” In Women and Religion, Vol. 1, 244-65. (Reserve)
   *Young, Katherine K. “From the Phenomenology of Religion to Feminism and Women’s Studies.” In Methodology in Religious Studies, 17-40. (E-Book)
3. Sept 21: Anthropology of Religion
   *Gross, Rita M. “Feminist Issues and Methods in the Anthropology of Religion.” In
Methodology in Religious Studies, 41-66. (E-Book)


4. Sept 28: Religion and Gendered History


5. Oct 12: Religious Classics


Griffith, R. Marie. “Conclusion.” In Women and Religion, Vol. 4, 101-17. (Blackboard)

Part II: Selected Themes of Women’s Studies in Religion


8. Nov 2: Guest Lecture: “India, Hinduism and Gender”, By Steven Matthews


Steinberg, Jonah. “From a ‘Pot of Filth’ to a ‘Hedge of Roses’ (and Back): Changing
Theorizations of Menstruation in Judaism” (1997). In *Women, Gender, Religion*, 369-88. (Reserve)


# Presentation

**10. Nov 16: Gender Fluidity**


# Presentation

**11. Nov 23: Women and Religious Fundamentalism**


# Presentation

**12. Nov 30: Masculinity and Religion**


# Presentation

**Tutorial Readings: (Double Sections)**

2. 卢蕙馨。〈現代佛教女性的身體語言與性別重建：以慈濟功德會為例〉。載李玉珍、林美玫合編: 《婦女與宗教：跨領域的視野》，219-80。台北：里仁，2003。（Blackboard）

List of Film Appreciation and Reflection (Choose ONE of Three)
   https://www.youtube.com/watch?v=lvSm2Xnc_UA

Academic Honesty and Plagiarism
Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students’ uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one’s own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.
<table>
<thead>
<tr>
<th>Paper-grading rubric</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>A clear statement of what is being proposed or argued in the paper.</td>
<td>The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.</td>
<td>The thesis is present, but a reader must work hard to reconstruct from the entire paper.</td>
<td>There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.</td>
</tr>
<tr>
<td><strong>Arguments</strong></td>
<td>Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.</td>
<td>Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid, but this is done not as consistently.</td>
<td>Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.</td>
<td>Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.</td>
</tr>
<tr>
<td><strong>Counter-Arguments</strong></td>
<td>The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.</td>
<td>The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.</td>
<td>The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them.</td>
<td>No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The paper’s flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent.</td>
<td>The paper’s flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.</td>
<td>There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not</td>
<td>The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the</td>
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<td>Clearly distinguishable.</td>
<td>Conclusion is nonexistent.</td>
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<td><strong>Style</strong></td>
<td>The paper is written in</td>
<td>The paper contains some</td>
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<td>complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.</td>
<td>incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present.</td>
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<td>The paper is written in</td>
<td>The paper is written</td>
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<td>complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors.</td>
<td>with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors.</td>
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<tr>
<td><strong>Documentation</strong></td>
<td>Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.</td>
<td>Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.</td>
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<tr>
<td></td>
<td>Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.</td>
<td>Source materials are used without documentation.</td>
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