Religion in Global Perspective:
Religion and Sexuality
University of Wisconsin-Madison
Spring 2018
Religious Studies 103 / Jewish Studies 231

Instructors:
Professor Jordan D. Rosenblum
Office: 1404 Sterling Hall
Office Hours: Monday/Tuesday 1:00-2:00 pm; and by appointment
E-mail: jrosenblum@wisc.edu

Teaching Assistants:
Office: Bradley Memorial Building 229
   Michael Naparstek       Masha Kobzeva
   E-mail: naparstek@wisc.edu  E-mail: kobzeva@wisc.edu

Course Hours:
Monday and Wednesday 11:00-11:50 am, plus one 50-minute section

Course Credits:
3 credits, Traditional Carnegie Definition (Option A): This class meets for three 50-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for at least 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

Prerequisite(s):
This course assumes no prior knowledge of religion, sexuality, and/or gender.

Course Description:
This course examines “what religion is” by investigating how religious traditions imagine, interrogate, and regulate sexuality. Mapping out the contours of this inquiry requires exploration of related topics such as gender, embodiment, and historical (re)constructions. We will focus on the religions of the Ancient Mediterranean (especially that of Greeks, Romans, Rabbinic Jews, and early Christians).

Course Learning Outcomes:
Our learning outcomes in this course mirror the four general learning outcomes for the Religious Studies curriculum, major, and certificate. To wit:

Our desired learning outcomes for students focus on proficiency in:
1) Close reading, interpretation, and written and oral analysis
2) Accessing, appraising, and utilizing a variety of resources and methods for research across disciplinary lines
3) Categorizing, analyzing, and comparing diverse systems of value and belief in a variety of contexts
4) Global and local religious literacy; identifying, evaluating, and interpreting the interrelationships and impact of religious worldviews and communities in Wisconsin, the United States, and globally

**Classroom Etiquette:**
In both class and discussion sections, students are expected to arrive on time and should not engage in private conversations. Students wishing to use laptops must: (1) sit in the first three rows of class; and (2) refrain from using them for anything besides taking class notes. **There is a one-strike policy for using laptops for anything else.** Should any instructor observe you playing on the internet, etc., you will no longer be allowed to use your laptop in class for the remainder of the semester. There is no reason for a student to be talking or sending texts on a cellular phone during class time. This is distracting to both professor and students. Cellphones must be turned off and put away during class. **Students whose behavior in class is disruptive can expect a significant reduction in their final grade.**

**Requirements and Grading:**
(1) Regular class attendance of lectures and careful preparation of assigned texts are essential aspects of this course. Please bring the assigned texts to class each week. In grading papers and tests, I will be particularly concerned that you are learning the material and concepts that are taught in class sessions. While prior learning can augment the material and concepts learned in class, it is not a substitute for doing the work required for this course.

(2) Attendance and participation: 10%. Active involvement in class is highly important and includes attendance as well as participation in class discussion.

   (A) You may receive extra credit for participation. In order to do so, you must attend a Religious Studies-sponsored event (for events, see: http://religiousstudies.lss.wisc.edu/?q=node/10); complete the extra credit form (found on our course Canvas page); and submit it to the instructor within one week of attending the event. Students may do so up to twice this semester. Based on the quality of work, you may receive up to 2 points per assignment added to your final participation grade (total of 4 possible points for the semester).

(3) Two papers: 20% each; 40% total. Two short papers, no more than three typed, double-spaced pages (750 words) are due by 12:00 pm on March 5 and April 16. For each paper, choose two primary texts assigned to be read on different class days. Using a secondary reading from yet another class day, place these three texts (two primary and one secondary) into conversation with each other. Your paper should have a clear thesis that indicates how these readings come together to help elucidate the academic study of religion and sexuality.

   N.B.: Students taking this course for Jewish Studies credit must compare primary sources related to Judaism in each of their papers.

(4) Take-Home Midterm: 25%. The take-home exam, due by 12:00 pm on March 21, will address the readings and class discussions up to that point.

(5) Take-Home Exam: 25%. The take-home exam, due by 12:05 pm on May 6, will be cumulative and will address issues covered in the readings and class discussions.

**Students are expected to bring relevant texts to every class**
**Academic Integrity:**
By enrolling in this course, each student assumes the responsibilities of an active participant in the University of Wisconsin-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

**Extension Policy:**
Extensions on papers and exams will **not** be granted. For each 24-hour period that a paper is late, the student’s grade will be reduced by one full letter grade.

**Grade Scale:**

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<th>Grade</th>
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<td>A</td>
<td>94-100</td>
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<td>AB</td>
<td>88-93</td>
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**Accommodations for Students with Disabilities:**
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty and/or instructors of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty and/or instructors will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Further information, and the source of this statement, can be found at: [http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php](http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php)

**Diversity and Inclusion**
The University of Wisconsin-Madison’s Institutional Statement on Diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” [https://diversity.wisc.edu/](https://diversity.wisc.edu/)
Requisite Books:
(1) Ross Shepard Kraemer, Women’s Religions in the Greco-Roman World: A Sourcebook [Oxford University Press] (WR)
(2) Michel Foucault, The Use of Pleasure [The History of Sexuality, vol. 2; Vintage Books] (UP)
(3) Electronic Reserve: Canvas (readings marked with *)

Class Schedule:
January 24
Introduction
Reading: *Course Syllabus

Definitions
January 29
Defining “Religion”
Reading: *Arnal and McCutcheon, “On the Definition of Religion”

January 31
Defining “Sexuality”
Reading: UP, 3-32

February 5
Defining “Religion(s)” of the Ancient Mediterranean
Reading: *Ehrman, “The World of Early Christian Traditions”

Normative Sex
February 7
Greek and Roman Notions of Normative Sex
Reading: UP, 185-225; WR §102

February 12
Normative Sex in the Hebrew Bible

February 14
Normative Sex in Rabbinic Literature I
Reading: *Satlow, “‘They Abused Him like a Woman’”

February 19
Normative Sex in Rabbinic Literature II
Reading: *Boyarin, “Engendering Desire”

February 21
Normative Sex in Rabbinic Literature III
Reading: *Satlow, “‘Wasted Seed’”

February 26
Normative Sex in Early Christianity
Reading: *Mark 10:1-12; *1 Corinthians 7; 11:2-16; 14:33-36; *1 Timothy 2:8-3:7; WR §41; 92B; 106

Sexual Restraint
February 28
Sexual Restraint in Greek and Roman Religion
Reading: UP, 33-52, 78-93; WR §16C-D; 18-19

March 5
No Class: Work on your paper
Paper One due on March 5 at noon
March 7  Sexual Restraint in Rabbinic Literature
Reading: *Satlow, “‘Try to Be a Man’"

March 12  Sexual Restraint in Early Christianity
Reading: WR §117C, 124A; Castelli, “Virginity and its Meaning for Women’s Sexuality in Early Christianity,” available online at: https://www.academia.edu/1862785/Virginity_and_its_meaning_for_womens_sexuality_in_early_Christianity

Sexual Renunciation
March 14  Vestal Virgins
Reading: *Beard, “Re-reading (Vestal) Virginity”; WR §16G, 81-82

March 19  (Non-)Renunciation of Sex in Rabbinic Literature

March 21  TAKE-HOME MIDTERM EXAM DUE
12:00 pm (no class today)

March 24-April 1  SPRING BREAK

April 2  Sexual Renunciation in Early Christianity I
Reading: WR §120; re-read *Harvey, “The Pupil, the Harlot and the Fringe Benefits”

April 4  Sexual Renunciation in Early Christianity II
Reading: WR §105; 92A

Embodiment
April 9  Breastfeeding in Rabbinic Literature
Reading: *Rosenblum, “‘Blessings of the Breasts’”

April 11  Menstrual Blood in Rabbinic Literature

April 16  No Class: Work on your paper
Paper Two due on April 16 at noon

April 18  Menstrual Blood in Early Christianity
Reading: WR §34; Vuong, “Purity, Piety, and the Purposes of the Protevangelium of James,” available online at: https://www.academia.edu/2103950/_Purity_Piety_and_the_Purposes_of_the_Protevangelium_of_James_
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>April 23</td>
<td>Jesus’ Foreskin</td>
<td>Reading: *Jacobs, “Blood Will Out”</td>
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<td><em>Martyrdom</em></td>
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<td>April 25</td>
<td>Martyrdom in Ancient Judaism</td>
<td>Reading: *Moore and Anderson, “Taking It like a Man”; *WR §109</td>
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<td>April 30</td>
<td>Martyrdom in Early Christianity</td>
<td>Reading: *WR §114; Vuong, “The Impact of Social and Economic Status on the Experience of Martyrdom,” available online at: <a href="https://www.academia.edu/2104048/_The_Impact_of_Social_and_Economic_Status_on_the_Experience_of_Martyrdom_A_Case_Study_of_Perpetua_and_Felicitas">https://www.academia.edu/2104048/_The_Impact_of_Social_and_Economic_Status_on_the_Experience_of_Martyrdom_A_Case_Study_of_Perpetua_and_Felicitas</a>_</td>
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<td><em>Conclusions</em></td>
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<td>May 2</td>
<td>Conclusions</td>
<td>Reading: *UP, 247-254</td>
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<td>May 6</td>
<td><strong>TAKE-HOME EXAM DUE</strong></td>
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