

**UNIVERSITY OF CALGARY**  
**FACULTY OF ARTS**  
**DEPARTMENT OF HISTORY**  
**Winter 2018**

Course: History 493.18 History of Women in Western Religions

Time: TR 11:00 – 12:15 EDC 384

Office Hours: TR 1:00 – 3:30; W 11:00 – 3:00

Office: Social Sciences 604

Telephone (403) 220-3288

E-mail: amoore@ucalgary.ca

Textbooks:

Diamond, Anita. *The Red Tent*. by Anita Diamond. New York: Picador/St. Martin's Press, 1997.

Schoemperlen, Diane. *Our Lady of Lost and Found*. 1998. Toronto: HarperCollinsCanada. 2010.

El Coulomb, Out. *Ramza*. Contemporary Issues in the Middle East Series. Syracuse: Syracuse University Press, 1994

D2L

The other required material, in the form of articles and book chapters, will be posted on D2L either in the form of a pdfs or links.

Course Description

A survey of how Jewish, Christian and Muslim women have interpreted their scriptures and traditions in terms of both their religious and gender identities and how academics reconstruct the historical lives of religious women through the use of alternative sources such as art, material culture, rituals, folklore et al. and different research strategies.

Learning Goals:

1. Identify, examine and evaluate primary sources for the historical reconstruction of Jewish, Christian and Muslim women.
2. Recognize, illustrate and review the interpretative strategies employed by Jewish, Christian and Muslim women.
3. Appraise, select and develop appropriate research approaches.
4. Develop thesis-based arguments designed to address specific research questions.

Course Requirements

1. Two Critical Analyses of the Novels 50%  
Students are responsible for reading all three novels. For this requirement, they will select two of the novels and compose a critical analysis of the two selected

novels. The two selected novels will NOT be from the same religious tradition that the student will be examining for his/her research paper. The critical analyses will be based on specific questions provided on D2L.

Analysis of *The Red Tent*

**Due: Thursday Feb. 1**

Analysis of *The Lady of the Lost and Found*

**Due: Thursday Mar. 15**

Analysis of *Ramza*

**Due: Thursday April 10**

## 2. Research Component

### a. Proposal and Bibliography

15%

**Due: Thursday Feb. 15**

Students will provide a 500 word proposal and a bibliography

The proposal will discuss the specific research question, potential thesis statement and an indication of the major points that will be

examined/demonstrated or argued. Consult [The History Student's Handbook](#).

The bibliography will include eight items of which there will be at least one primary source and two scholarly journal articles.

### b. Research paper

25%

**Due: If you wish to receive your mark on the Last Day of Class, paper must be handed in on Thursday April 5; otherwise, paper is due on April 13<sup>th</sup>.**

The paper will take the form of a thesis styled paper of 12-15 pages double-spaced using 12 pt. font with 1 inch margins.

All written assignments must conform to *The History Student's Handbook*, available on the Department of History [website](#). In history, we use Chicago style, which uses footnotes or endnotes, rather than in-text references (such as used in APA or MLA style), and a separate bibliography. These issues are discussed in The History Student's [available online](#) through the University of Calgary Library.

## 3. Discussion of Primary Sources and Methods

10%

Due:

On specific dates (indicated on the lecture schedule) we will discuss either sources used in the historical construction of women and/or the application of a particular methodology. These discussions will be based on some of the readings provided on D2L. In preparation for the discussion, each student will read through the relevant material. On one of these dates selected by the student, he/she will provide a summary and an analysis of the one of the readings' significance to the historical study of women.

Course Protocol:

Written and Research Components: A penalty of 25% per day (including weekends) will be deducted from late assignments. These components must be delivered physically to the instructor on the assigned due date, unless alternative arrangements have been made. Students are advised to keep a back-up of their own work.  
 Out of consideration for the class as a whole, there is no extra credit in this course.

Attendance is **highly recommended** because there is no textbook and the course is designed to introduce students to a variety of issues and methods associated with the historical investigation of Jewish, Christian and Muslim women. These issues will be examined as part of the classroom discussion.

### Lecture and Reading Schedule

Week One: January 8-14

Readings	Discussion & Lecture Topics
Introduction to Judaism D2L	Introduction to the Course
<i>The Red Tent</i>	Midrash
<i>Genesis</i>	

Week Two: January 15-21

Readings	Discussion & Lecture Topics
Jewish Interpretation D2L	Midrash
Ochs, Vanessa L. "Waiting for the Messiah, A Tambourine in Her Hand." <i>Nashim: A Journal of Jewish Women's Studies &amp; Gender Issues</i> 9 (2005): 144-169.	
Hammer, Jill. "Holle's Cry: Unearthing a Birth Goddess in a German Jewish Naming Ceremony." <i>Nashim: A Journal of Jewish Women's Studies &amp; Gender Issues</i> 9 (2005): 62-87	

Week Three: January 22-28

Readings	Discussion & Lecture Topics
Archaeology D2L	Archaeology and Gender
Ebeling, Jennie R. "The Contribution of Archaeology to the Study of Women in	<i>Discussion Essay on Ebeling.</i>

Biblical Times: Two Case Studies.” <i>Review &amp; Expositor</i> 106.3 (2009): 383-398.	
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Week Four: January 29-February 4

Readings	Discussion & Lecture Topics
Private versus Public D2L  Kay, Devra. Trans. “Book of Tkhines for a Pregnant Woman.” In <i>Seyder Thkines: The Forgotten Book of Common Prayer for Jewish Women</i> , 185-217. Philadelphia: PN: The Jewish Publication Society, 2004. Baumel-Schwartz, Judy Tydor. “My Grandmother’s Tkhine: Immigrant Jewish Women’s Lives, Identities and Prayer in Early Twentieth-Century America.” <i>Nashim: A Journal of Jewish Women’s Studies &amp; Gender Issues</i> 31 (2017): 146-168.	Domestic versus Public  <i>Discussion Essay on Baumel-Schwartz</i>

Week Five: February 5-11

Readings	Discussion & Lecture Topics
Rituals D2L  Golinkin, David. “The Participation of Jewish Women in Public Rituals and Torah Study 1845-2010.” <i>Nashim: A Journal of Jewish Women’s Studies &amp; Gender Issues</i> 21 (2011): 46-66	Rituals

Week Six: February 12-18

Readings	Discussion & Lecture Topics
Introduction to Christianity D2L  <i>The Lady of the Lost and Found</i>  Protevangelium of James D2L <a href="http://www.earlychristianwritings.com/infancyjames.html">http://www.earlychristianwritings.com/infancyjames.html</a>  Gospel of Mary D2L <a href="http://www.pbs.org/wgbh/pages/frontline/s">http://www.pbs.org/wgbh/pages/frontline/s</a>	Non-canonical  <i>Discussion Essay on either Protevangelium or the Gospel of Mary.</i>

<https://www.oxfordjournals.org/lookup/doi/10.1093/religion/22.2.203>

**Week Seven: February 19-25: Reading Break – No Classes**

Week Eight: February 26-March 4

Reading	Discussion & Lecture Topics
Saints D2L  Cummings, Kathleen Sprows. "American Saints: Gender and Re-imagining of U.S. Catholicism in the Early Twentieth Century." <i>Religion and American Culture</i> 22. 2 (2012): 203-231.	Exemplars  <i>Discussion Essay on Cummings</i>

Week Nine: March 5-11

Reading	Discussion & Lecture Topics
Shrines, Pilgrimages D2L  Bailey, Anne E. "Wives, Mothers and Widows on Pilgrimage: Categories of 'Woman' Recorded at English Healing Shrines in the High Middle Ages." <i>Journal of Medieval History</i> 39.2 (2013): 197-219.  Gill, Miriam. "Female Piety and Impiety: Selected Images of Women in Wall Paintings in England After 1300." <i>In Gender and Holiness: Men, Women and Saints in Late Medieval Europe</i> . Ed. Samantha Riches and Sarah Salih, 101-120. London/New York: Routledge, 2002.  Handout: Miracle Lists	Popular Religion  <i>Discussion Essay on Miracle Lists</i>

Week Ten: March 12-18

Reading	Discussion & Lecture Topics
Material Religion D2L  Schouwenburg, Hans. "Back to the Future?"	Material Religion

History, Material Culture and New Materialism.” <i>International Journal for History, Culture and Modernity</i> . 3.1 (2015): 59-72	
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Week Eleven: March 19-25

Reading	Discussion & Lecture Topics
<p><i>Ramza</i></p> <p>Introduction to Islam D2L</p> <p>Al-Nisa or “Women” Sutra in the Qur’an  <a href="http://chnm.gmu.edu/wwh/p/199.html">http://chnm.gmu.edu/wwh/p/199.html</a>            Al-Ahzab or “Confederation” in the Qur’an  <a href="http://chnm.gmu.edu/wwh/p/200.html">http://chnm.gmu.edu/wwh/p/200.html</a></p>	<p>Colonialism &amp; Orientalism</p>

Week Twelve: March 26-April 2

Reading	Discussion & Lecture Topics
<p>Sayeed, Asma. “The Wives of Muhammad and Aisha.” In <i>Women and the Transmission of Religious Knowledge in Islam</i>, 19-33. Cambridge Studies in Islamic Civilization. Cambridge: 2011.</p>	<p>Islamic Law</p>

Week Thirteen: April 3-9

Reading	Discussion & Lecture Topics
<p>Bray, Julia. “The Family n the Medieval Islamic World” <i>History Compass</i> 9.9 (2011): 731-742.</p>	<p>Family</p>

Week Fourteen April 10-13.

Reading	Discussion & Lecture Topics
<p>Powell, Eve M. Troutt. “Hulda and Halide and the Slaves at Bedtime” In <i>Tell This in My Memory: Stories of Enslavement from Egypt, Sudan and Ottoman Empire</i>, 115-</p>	<p>Harems</p> <p><i>Discussion Essay on Lady Mary Wortley Montagu or Powell.</i></p>

148. Santford: Stanford University Press, 2014. Lady Mary Wortley Montagu (1689-1762) <i>Dining with the Sultana</i> 1718 <a href="https://sourcebooks.fordham.edu/halsall/mod/1718montague-sultana.asp">https://sourcebooks.fordham.edu/halsall/mod/1718montague-sultana.asp</a>	
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## **Important Departmental, Faculty, and University Information**

### *Department Twitter @ucalgaryhist*

**Attention to history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.

### **Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more

information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

**Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary’s copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name and 4) your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	



Percentage	Letter Grade	Grade Point Value	Description
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

### **Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### **Universal Student Ratings of Instruction (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

**Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

**Campus Resources for Mental Health:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

**Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

*Winter 2018*