

***FYSE 134: Maidens, Mothers, Mystics and Martyrs
Spring 2018***

***MWF 12:00-12:50
FYSS 101: W 3:00-3:50***

Louise M. Doire, M.Div.
Office: 4C Glebe St., Rm. 104, Mailbox: RELS Lounge
Hours: MWF 11:00-12:00 W 2:00-3:00 and by appointment
Phone: 843-953-5939
E-Mail: doirel@cofc.edu

Course Description: In this course students will examine two aspects of "woman" as she has been encountered in human religious history, i.e., through the religious roles of women, and representations of the divine feminine. Attention will be paid to religiously and culturally constructed gender ideology and role expectations. These roles will include the priestess, the holy virgin, the saint, the martyr and the mystic. Treatment of the divine feminine will focus on images of the goddess through various historical time periods and cultures. The methodology will consist of analysis through historical, comparative and feminist criticism. Both primary and secondary texts will be utilized.

FYE Student Learning outcomes:

1. Students will be able to identify and use the appropriate academic resources and student support services at College of Charleston (including Addlestone library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources).

This will be assessed with an end of semester exam in the First Year Synthesis Seminar course.

2. Students will be able to use appropriate tools and search strategies for identifying particular types of information specific to the discipline; Evaluate the relevance, quality, and appropriateness of different sources of information; Recognize and classify the information contained within a bibliographic citation; Access and use information ethically and legally.

This will be assessed with a source identification and source relevance activity that will be part of the FYE embedded librarian session.

3. Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students. By the completion on the first-year, a student will be able to...use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts and make connections across disciplines and/or relevant experiences.

Required Texts:

The Myth of the Goddess: Evolution of an Image, Anne Baring and Jules Cashford
Womanspirit Rising, Carol Christ and Judith Plaskow, Eds. (WR) in the syllabus.
Incidents in the Life of a Slave Girl, Harriet Jacobs
Electronic readings on OAKS

Course Requirements:

Three Exams (100 points each)

Four 2-page papers on selected **readings (25 points each)

Five Question Cards on +++ selected readings (10 points each)

Question Cards: You will receive index cards on the first day of class. For each reading assigned a question card, you will briefly summarize key points in the reading and then write at least three questions the reading prompts for you.

Successful completion of the FYSS (50 points)

Grading:

Numerical and letter grades will be based upon the following scale:

	A	100-92	A-	91-89	
B+	88-86	B	85-82	B-	81-79
C+	78-76	C	75-72	C-	71-69
D+	68-66	D	65-62	D-	61-59
F	-58				

Class Schedule and Assignments

Introduction and Methodology

“What you see depends upon where you stand.” Elisabeth Schussler-Fiorenza

01/08 Introduction and syllabus review

01/10, 01/12 Methodology in the academic study of religion

01/15 No class meeting- MLK Jr. Day

01/17 Methodology Continued

Introduction: Womanspirit Rising (1-16 WR)

****01/19 Paper #1: *Self-description and Goals Statement* (due in class)**

For this paper, react to these questions: 1) Who are you? 2) How has your life been affected by your gender? (e.g., any advantages, disadvantages or limitations?) 3) Do other demographic variables significantly affect your life (e.g., sexual orientation, ethnicity, socioeconomic status, religiosity, etc.)? 4) What are your reactions to the terms feminism, feminist? Do you describe yourself as one? Why or why not? 5) Do you participate in organized religion? Has your experience included teachings on gender roles, i.e., what men and women are “supposed” to be? 6) What are your goals for the course?

Your paper should be 2-3 pages long, typed, double-spaced, 12-point Times New Roman font and 1” margins. Grammar, spelling and following directions count.

01/22 Read: *Feminist Theology: Methodology, Sources and Norms* Rosemary Radford-Ruether, from *Sexism and God-Talk* (OAKS)

In the Beginning... The Paleolithic and Neolithic

***"Sweet Goddess born of a blinding light and a changing wind,
Now, don't be modest, you know who you are and where you've been."***

Bob Dylan, "Tough Mama," 1974

01/24 Video: *Goddess Timeline* by Constance Tippet

+++ 01/26 Question Card #1 due on *In the Beginning: the Paleolithic Mother Goddess*, Chapter 1 (AB)

01/29 *Paleolithic figurines* PowerPoint

01/31 *The Neolithic Age*- PowerPoint

The Neolithic Great Goddess of Sky, Earth and Waters, Chapter 2 (AB)

+++ 02/02 Question Card #2 due on: *When God was a Woman* by Merlin Stone (120-130 WR)

The Beginning of the End: The Fall of the Goddess and the Rise of Patriarchy

"She wears an Egyptian ring that sparkles before she speaks." Bob Dylan

02/05, 02/07 *Tiamat of Babylon: The Defeat of the Goddess* Chapter 7 (AB)

02/09 Film *Goddess Remembered* @ nfb.ca

Read: *The Iron Age: The Great Father God...* Chapter 11 (AB)

**** 02/12 Paper #2 due on:** Research paper on a goddess of your choice.

02/14 Images of God: A Critique

What Became of God the Mother? (105-117 WR)

Why Women Need the Goddess by Carol P. Christ (273 WR)

Divine Sophia PowerPoint

02/16 First Exam

Hidden but Not Forgotten: Divine Images and Women in Hebrew Scripture

"It started long ago in the Garden of Eden, When Adam said to Eve, baby, you're for me. So come on baby let's start today, come on baby let's play The game of love, love, love, love, la la la la love." Wayne Fontana, "The Game of Love"

02/19 *The Hidden Goddess in the Old Testament* Chapter 12 (AB)

02/21 *Genesis 1-3* (OAKS)

+++ 02/23 Question Card #3 due on *Eve: The Mother of All the Living* Chapter 13 (AB)

02/26 *Greece: Demeter and Persephone*- PowerPoint

The Jesus Movement and the Early Christian Movement: Maidens, Martyrs and Marys

"Magdalene is trembling, like a washing on a line, trembling and gleaming.

Never before was a man so kind, never so redeeming." Joni Mitchell, *Passion Play*

Miriam of Nazareth

+++ 02/28 Question Card #4 due on *The Return of the Goddess* Chapter 14 (AB)

Mary Magdalene

The Gnostic Gospels

03/02 *The Gospel of Mary Magdalene* (OAKS)

03/05 *Subverting Slander: The Iconography of Mary Magdalene* PowerPoint

03/07 *Women in the Early Christian Movement* (84-92 WR)

03/09 *Women's Religions and Religious Lives in the Greco-Roman City* (OAKS)

Women in Early Christianity- PowerPoint

****03/12 Paper #3** *Violence Against Women in the Historical Christian West and in North American Secular Culture: The Visual and Textual Evidence*, Margaret R. Miles (OAKS)

03/14 Discussion on Miles essay continued

03/16 Second Exam

03/19-03/23 Spring Break

Medieval Christendom: Mystics, Saints and Witches

Raven hair and ruby lips sparks fly from her finger tips

Echoed voices in the night she's a restless spirit on an endless flight.

Woo hoo witchy woman see how high she flies. The Eagles, Witchy Woman, 1972

+++ 03/26 Question Card #5 due on Selections from *The Malleus Maleficarum* (OAKS)
Witchcraft and Women's Culture (259-268 WR)

03/28 Film: *The Burning Times* @ nfb.ca

03/30 *The Christian Past* (93-105 WR)

Medieval Women Religious- PowerPoint

04/02 *Feminist Spirituality, Christian Identity and Catholic Vision*, Elisabeth Schussler-Fiorenza, 136-147 (WR)

04/04 *Sacred Space and Profane Bodies* – PowerPoint and Paper Presentation

04/06 Video: *The Apple Thief*

Ain't I a Woman?-Abolitionists and the "First Wave" of the U.S. Feminist Movement

"But I ask no favors for my sex. I surrender not our claim to equality. All I ask of our brethren is that they will take their feet from off our necks and permit us to stand upright on that ground which god had designed for us to occupy."

Sarah Grimke, 19th century abolitionist and feminist

04/09 *Ain't I a Woman?*

Abolitionist Feminists, Rosemary Ruether (OAKS)

04/11 *Incidents in the Life of a Slave Girl*

****04/13 Paper #4 on *Incidents in the Life of a Slave Girl***

04/16 *The Feminist Thought of S. Grimke, SMG Manuscript* (OAKS)

04/18, 04/20 Film: *Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony*, by Ken Burns, Films on Demand

04/23 Last Day of Class

Third Exam: Wednesday, May 2 @ 12:00

** This syllabus is subject to change at the discretion of the instructor.

Additional Course Notes

Attendance Policy: for MWF 12:00 class

Class attendance is vital to your success in this course, as well as to your ability to synthesize the reading material, engage in the public discourse of issues involved in the study of this complex topic and generally, to the overall satisfactory completion of course requirements. **Therefore, be advised that five absences will be allowed. Six or more absences may result in a lower final grade but MAY be excused with proper medical documentation. Eight absences will result in your being dropped from the class, which will earn you an F for the course.** Please note that a memo from CofC Health Services does NOT *automatically* qualify as an 'excused absence.' Final determination of an excused absence always lies with the instructor.

Attendance Policy for the W 3:00 class

Students with more than FOUR absences (excused or unexcused) in the Synthesis Seminar component will not fulfill their FYE requirement and will be required to take another FYSE course. NOTE: this does not mean that they fail the academic course. Successful completion of the FYSS component will constitute 10% of your final grade in the FYSE course.

SNAP If you have a disability that qualifies you for academic accommodation, please present a letter from the Center for Disability Services at the beginning of the semester. For more information regarding accommodation and the SNAP program, see: <http://www.cofc.edu/~cds/index.htm>.

Honor Code: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

Classroom Code of Conduct

—Selections taken from the Student Handbook, published by the President's Advisory Committee in cooperation with the Office of the President.

Your professor expects that you as a student:

1. Will be attentive and courteous during class.
2. Will complete the assigned work according to the course schedule.
3. Do not cut classes, come in late, or leave early. If you ever are late for class, enter in complete silence and do not walk between the class and the professor. Never leave during class unless you absolutely must. Leaving for a short break and then returning is not acceptable. The professor is not a TV set, but is a person addressing the class, and it is rude to leave when someone is addressing you.
- 4. Turn off cell phones, pagers, and all other electronic devices. Should you need to leave the classroom during an exam, you will be required to leave your cell phone with the Instructor.**
5. Visible and noisy signs of restlessness are rude as well as disruptive to others. If you cannot sit still or stay awake, you should not be taking a college class. Do not begin packing your book bag or otherwise indicate that you think it is time for class to come to an end; wait for the professor to dismiss class. If the class period has ended but the professor has not finished and you cannot stay any longer, leave in complete silence.