



REL 3145

Women and Religion

Section: RVC

Internet/Fully Online

Fall Term 2026

Course Time Zone | Eastern Time (ET). Course due dates are according to this time zone.

Professor Information

Stephanie Londono

Roles: Primary Instructor

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Phone: 305-528-0756

Office Hours: Wed. and Fridays- Flexible hours by appointment.

Office Location: DM 301 (MMC)

Department or Academic Unit: Religion/SIPA

Course Prerequisites

Course prerequisites, if any, are listed below.

Course Description

Why Should You Care about Women and Religion?

Have you wrestled with any of the following questions?

- Are world religions sexist, or is there a misunderstanding?
- Is God male?
- What happened to the traditions of the Goddess?
- According to sacred texts...
 - Who counts as a woman?
 - Is same-sex marriage, abortion, or pre-marital sex a sin?
 - Are men's and women's humanity equally sacred?
 - Does God have a gender?
 - Why is the concept of sin in so many ways intertwined with sexuality and womanhood?

Also, is there evidence of female leaders in the history of world religions? What is the relationship between violence against women and chauvinistic interpretations of sacred texts? What is the difference between sex and gender? What is feminism, and why is it essential to studying religion?

The purpose of this course is to guide you through the diverse and complex terrain of religion and how it is inherently connected to every society's conception of womanhood and other key identity markers that define our humanity, such as our contemporary secular use of sex, gender, race, class, age, and nationality. The primordial binary of male and female exists across societies, serving as a protean platform for negotiating power, authority, and human rights. Indeed, how women are treated and viewed in a society reflects that community's level of hostility or hospitality towards strangers.

The thesis of this class is that the study of **Women and Religion** is crucial to understanding how the interpretation of sacred texts directly informs historical

and current debates about the definition of humanity—**who** has the authority to *define* this, and why women have often been considered less-than-human. Thus, this course also focuses on the topics of violence and human suffering by exploring how religion has been used to justify the victimization of women, but also as an instrument for women to find resilience, affirm their humanity, and advocate social change.

Lastly, why is studying *Women and Religion* pertinent to your personal and professional development? By questioning the status of women through the lens of the sacred, you will be questioning a society's most deep-seated ideas that justify inequality and fear of the stranger, especially their inclusion in institutions of power, and how to become a better mediator to transform this.

This class offers interdisciplinary tools to help you develop your own questions and theories to critique our society's state of affairs. **Regardless of your academic or cultural background**, this class is designed to cultivate critical thinking, dialogue, and moral agency that affirm life—foundational skills for any career choice. Our conversations about religion and human transformation should also serve as a platform for grappling with your deepest existential questions.

This course explores world religions from a feminist perspective, focusing on how women transform their religious traditions and how the experience of the sacred transforms women's lives. We will examine how religions influence historical and contemporary perspectives on gender roles, leadership, religious experience, and identity. Through an interdisciplinary lens, we will examine how religion influences societal ideas about race, gender, class, and vice versa.

We will rediscover the central role of the sacred in mobilizing social change across histories and geographies through the lives of women such as Mary Magdalene, Aisha, and Rigoberta Menchú. We will also explore different theoretical approaches to gender and religion and test them against historical and contemporary case studies.

Our inquiry will be organized around three intersecting sections: 1) recognizing the diversity and plurality of sacred texts and interpretations, 2) exploring how the concept of the divine as male, female, and non-binary informs

our worldviews and social identities, 3) understanding the consequences of conceptualizing the divine through a gendered, racialized, and sexualized lens, 4) feminist tactics for identifying the anatomy of the sacred in our everyday lives. Classes will be filled with readings, films, podcasts, and discussions.

Note: Make sure to meet with me on Zoom at least once during the semester.

Readings, Materials, and Open Educational Resources (OER)

Many of the course readings will be available through Canvas. For the first two weeks of class, all readings will be posted on Canvas to allow students enough time to buy the required texts.

Required texts: They are available in our bookstore, but make sure to search the internet for the cheapest copy!

Recommended texts: There will be more recommended material in each module.

- *Sisters in the Wilderness: The Challenge of Womanist God-Talk* by Delores S. Williams

Textbook and Course Materials

Women and Religious Traditions (Third Edition)yes

Required/Recommended: Required

Authors: Here they are: Anderson, Leona M., and Pamela Dickey Young

Publisher: Oxford

Publication Date: 2015

Copyright Date: 2015

ISBN 10: 0199006199

ISBN 13: 978-0-06-061383-9

Chapters/Pages: Entire book

Weaving the Visions

Subtitle: New Patterns in Feminist Spirituality

Required/Recommended: Required

Authors: Plaskow, Judith, and Carol P. Christ

Publisher: Harper and Row

Publication Date: 1989

Copyright Date: 1989

ISBN 10: 0060613831

ISBN 13: 978-0-06-061383-9

Chapters/Pages: Various chapters

Borderlands / La Frontera

Subtitle: The New Mestiza

Required/Recommended: Recommended

Authors: Gloria Anzaldua

Publisher: Aunt Lute

Publication Date: 1989

Copyright Date: 1989

ISBN 10: 0933216254

ISBN 13: 9781879960572

Chapters/Pages: Entire book

Sisters in the Wilderness

Subtitle: The Challenge of Womanist God-Talk

Required/Recommended: Recommended

Authors: Delores Williams

Publisher: Orbis Books

Publication Date: 1993

Copyright Date: 1993

ISBN 10: 1626980381

ISBN 13: 978-1-626980-38-9

Chapters/Pages: Entire book recommended

Panther Book Pack

Get all required course materials for \$22 per undergrad credit hour through Panther Book Pack. You'll be charged automatically unless you opt out within 3 days after the add/drop deadline.

For more details, to compare costs, and to learn how to access your course materials, visit the [Panther Book Pack information page on FIU OneStop](#).

Student Learning Outcomes/Objectives

Understand the universal components of religion

Recognize the major world religions and their respective sacred texts and denominations

Debunk false religious claims about women's inferiority to men

Identify salient feminist scholars and their theoretical approaches to religion

Explain the relationship between gender and religion, and it affects everyday life

Identify how the interpretation of sacred texts and socio-political contexts inform the roles assigned to women within world religions in various periods

Evaluate the diverse feminist perspectives and interpretations that have

reshaped the meaning of womanhood within religion and in the public sphere

Describe the contemporary issues of women within the religions of the world

Understand how religion both enables and inhibits women's participation in secular politics

Develop your own theoretical questions and methodologies to create new knowledge that can contribute toward a more compassionate and egalitarian society

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills, which can make these courses more demanding for some students.

Students are expected to:

- **Review how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Canvas
- **Interact** online with instructor and peers
- **Review** and follow the course calendar
- Log in to the course **at least three times** per week
- Respond to discussion boards, blogs, and journal postings with **four days**
- Respond to **Canvas messages** within **two days**

- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course **five times** per week
- Respond to discussion boards, blogs, and journal postings within **two days**
- Respond to **Canvas messages** within **one to two days**
- Grade assignments within **three days** of the assignment deadline

Policies & Resources

Before starting this course, please review the Policies & Resources Page in Canvas which includes comprehensive information on various University and Course Level Policies such as:

- University Policies
- Accessibility and Accommodations
- Online Etiquette
- Technical Requirements and Skills
- Computer & Digital Literacy Skills
- Course Technology Accessibility Statements and Privacy Policies
- Academic Integrity
- Copyright Statement
- Core Principles of This Course
- Nondiscrimination Statement
- Panthers Care & Counseling and Psychological Services (CAPS)
- Fair Use Policy

Assignments & Assessments

Discussion Forums - 15%

Keep in mind that other course members will see your discussion forum postings. Although your post is expected to be conversational, be mindful of your grammar, delivery, clarity, and respect.

Do not wait until the last minute to reply to your classmates, or they won't have a chance to respond to you! Try to spread out your answers between Thursday and Sunday. Visit the discussion board, and don't leave your classmates hanging even if you have posted your two replies.

See the rubric for further details.

Instructions:

- There are five mandatory Discussion questions for the first four weeks.
- Discussion **topics** are **listed** for the semester. **On Thursdays**, students are expected to choose and answer **ONE** before **11:59 PM** (unless instructed otherwise).
- **On Sundays**, students are expected to grade and respond to two **peers** assigned to them randomly every week. **Reviews** must be submitted by **Sunday** before **11:59 PM**. This means that by Sunday, you should have at least **three posts**.

Length/ How many posts/ replies?

- Initial post due **Thursday**- Approx. 200-250 words
- Three Peer reviews and responses are due on **Sunday**, 65-75 words
- Do not wait until the last minute to reply to your classmates, or they won't have a chance to respond to you! Try to spread out your answers between Thursday and Sunday. Visit the discussion board, and don't leave your

classmates hanging even if you have posted your two replies.

- See the rubric for further details.

How do I complete my peer reviews/responses?

- The process should be pretty self-explanatory, but please review the Canvas instructions and video: [“How do I submit a peer review to an assignment?”](#)

- There are two steps to complete for your peer reviews:

1. **Complete the points** within the provided rubric to assign a grade.

2. **Provide written feedback:**

- Select, copy, and paste the best quote/idea developed by your peer/
- How can their ideas/arguments be strengthened or expanded?

Respond rather than add-on: You will not get credit for posts such as “I agree with x” or “Great job, Y.” You’re expected to provide real contributions. Build on other’s responses to create threads.

How do I format my initial post?

- **Style:**

- **Develop your post in essay format:** Introduction, body, and conclusion. Use the new **vocabulary and concepts** learned in the reading material.
- Although you may have experience using this type of asynchronous communication through texting or Facebook, your posts should be composed of complete and grammatically accurate sentences (no abbreviations please). Avoid writing in all caps (all caps = yelling).

- **Content:**

- “I agree” is not enough: Avoid postings that are limited to 'I agree' or

'great idea', etc. "I agree" type of answers crowd the discussion board and make it harder for everybody to navigate the discussion. If you agree (or disagree) with a posting, then say why you agree/disagree by supporting your statement with concepts from the readings or by bringing in a related example or experience. Make each post count! Again, ask yourself whether your post brings value to the discussion.

- **Quote your sources:**As you read, listen, and watch the week's material, jot down your favorite quotes and zingers. They will become a rich source of support for your discussions and essays. There is no need to use a particular style; mention the author's last name and the page number (Smith 10).
- **Stick to the point:**Address the questions as much as possible (don't let the discussion stray).
- **Connect to prior knowledge:**Bring related prior knowledge (work experience, prior coursework, readings, etc.)
- **Innovate, don't replicate:**You usually have the choice between several questions. If you're late contributing to the initial posts, try to answer questions that have not been addressed yet, even if they wouldn't have been your first pick. The early bird...
- **Take it beyond the readings:**Do quote the readings, but don't stop there. Do your best to add value to the discussion. Ask questions you really want to find answers to, discuss what you found intriguing, confusing, share your top takeaways.
- **Include links**with current events to enhance your grade. **Above all-** be critical and enjoy the conversations!
- Feedback and grades will be available within two days.

Midterm– 20%

- There will be **one examination**, the Midterm. The test will contain 25 objective questions (multiple-choice, true/false, matching) and an essay portion. Students will have the opportunity to choose a prompt out of three options a week before the exam opens. Make sure to complete your essay before you open the exam; 60 minutes will not be enough time to write a quality essay.
 - The midterm will be available from Thursday at 10:00 a.m. to Monday at 11:59 p.m. and will last **60 minutes**. Students will have the opportunity to take the examination **twice**. The **highest grade will be recorded**.
 - **There will be practice quizzes available before the examination.**
 - Results:
 1. Students will be able to see the results after the availability period has ended.
 2. Students will be able to see all of the questions and answers.
 - Turn-around time for feedback or grade – up to two days.
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Written Assignments (Parts A and B)- 25%

This paper is divided into two sections: **Part A (5%)**, which involves the submission of your thesis statement, outline, and bibliography, and **Part B (20%)**, for which you will submit the finished and edited research paper. See the module for further instructions.

Students have two options to complete their final paper. Please note that regardless of your choice, you must submit Part A.

Option 1: Traditional essay. This is based on your chosen topic or book review (See full list of possible topics and books on Canvas)

- Length: 1300-1550 words, double-spaced, 12-sized font, Times New Roman.

Option 2:

- A Short Essay and a Short Interview. Each text should be about 650 words minimum for a total of about 1300 words. This assignment is best for students who prefer to write short and want to conduct fieldwork.
- Part A of this assignment will focus on your short essay, not on the interview.
- The format and content for the interview are available through Canvas.

Final Paper –Part A 5%:**A list of potential topics for the final paper will be provided on Canvas.**

Students are also encouraged to propose their own topic and, if possible, relate it to their academic interests/major. Students, however, must confirm their topic with the instructor to ensure their thesis is not too broad or narrow. You may also choose one of the books below and write a book review. If you choose this option, get the book early during the semester. All books are available at the FIU library. If you are interested in a book not on the list, please inform the professor for consideration.

Instructions:

Look at the list of possible topics published on Canvas. Map of your paper using the three following sections: (Please see the detailed instructions on Canvas).

1. **Thesis statement:** Specific problem/question that you will be addressing.
 - Make sure your topic addresses the relationship between religion, gender, and sexuality.
2. **Outline:** Three main arguments you will use to support your thesis. An example will be provided on Canvas.
3. **Potential bibliography:** Include at least five academic sources. Use our

course material and check our library's website!"

Technicalities:

- **Length:** At least 350 words, double-spaced, 12-sized font, Times New Roman.
 - **There is no maximum limit** for this section of the assignment. The more developed your outline, the more feedback you will receive.
- Structure your paper using the [MLA \(Links to an external site\)](#) or any other academic citing style, but please be consistent. Contact me if you have questions about citations or any other aspect of academic writing.
- See the rubric for written communication.
- Please review the important information about the assignments

Final Paper –Par B 20%:

Students have two options for Part B. Regardless of the option you choose, part B is the submission of the final version of your assignment.

Option 1: Submit the full-length essay. This is based on your chosen topic.

- Length: 1250-1550 words, double-spaced, 12-point font, Times New Roman.

Option 2:

- Submit a short version of the research paper and an Interview. Each text should be about 650 words minimum for a total of about 1300 words. This assignment is best for students who prefer to write short and want to conduct fieldwork.
- Remember that you can also submit a video or an audio clip for your

interview—see detailed instructions and technicalities in Canvas.

- **Please note that you must also submit Part A for your short essay.**
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Social Justice Slideshow (A Manifesto)-20%

This assignment requires your analysis of a particular historical or current event related to human rights and how women use religion to mobilize social change.

- Each student will create a PowerPoint presentation (you may use other programs, such as Prezi or Keynote, but you must convert them to PDFs).
 - This assignment includes peer-review evaluations. Therefore, students are required to post their presentation and critically engage with the presentation of another peer by providing written feedback:
 - Is the role of religion sufficiently explored in their critique of X (their chosen topic- such as abortion, same-sex marriage, environmental rights, voting rights, etc.) If yes, in what ways? If not, how would you change it?
 - What is the most revolutionary quote/idea/argument of their manifesto? In what way?
 - What was your favorite aspect of the presentation?
 - Please see further instructions on Canvas.
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Creative Journal-20%

This portion of the class is interested in providing a place for students to use and explore their creative potential using different modes of creative expression, as you would in a journal. The material can be intense, complicated, painful, or frustrating, so this assignment invites you to reflect on the obvious and subtle ways the class speaks to you personally.

In other words, the purpose of the creative journal is for you to identify the ideas/thinkers that have affected you the most and interrogate how your unique personal experience blends and interacts with them to create new perspectives. True knowledge comes from first-hand experience, and this is an exercise of self-inquiry and awareness.

Instructions:

- **Number of entries:** Include at least five entries organized in a single document. This assignment is not strict on length nor requires a bibliography or MLA style.
- If you use audio, photography, video, or any other audiovisuals, add the link or paste the image to the document (this can be a PowerPoint, Word doc., or PDF).
- Each entry must relate to a particular Module (or Modules!), its theme, or a specific reading or idea. As in a genealogical process, students must specify the name of the module that stirred their reaction and explain the connection between their journal entry and the module.
- Some artistic ideas: poems, sound clips, photos, articles, paintings, movie clips, and so on.
- Further details on Canvas.

Zoom Video Conference

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities.

Zoom meetings can be accessed via the Zoom link in the course navigation menu. Once you click on the Zoom link, it will route you to join the meeting for the respective class session. You will also be able to view upcoming meetings, previous meetings that you have already joined, and meeting recordings. Before joining an actual class session:

Reference the [Zoom Student Tutorials](#) to learn about the tool, how to access your meeting room, and share your screen.

Access the [Zoom Test Meeting Room](#) to test out the software before joining an actual session.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team](#). Please ensure you contact support immediately upon the issue occurring.

Grading

Course Grades Distribution Table

Course Requirements	Number of Items	Points of Each	Total Points Available	Weight
Discussions	8	10	80	15%
Religion and Social Justice Slideshow	1	100	100	20%
Creative Journal	1	100	100	20%
Final Paper (Part A and B)	2	10-90	100	25%
Midterm	1	100	100	20%
Total	10	N/A	180	100%

Letter Grade Distribution Table

Letter Grade	Sample Range %
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Letter Grade	Sample Range %
A	95 or above
A-	90 – 94
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79

Letter Grade	Sample Range %
C	70 – 76
D	60 – 69
F	59 or less

Schedule of Topics

Please note this schedule is subject to changes.

***Please wait to print the syllabus until wednesday, I'm making some final changes to the syllabus! Thank you.**

- See canvas for media (videos, podcasts, and news articles) and recommended readings*

Theoretical and Scriptural Introductions

Week 1: Why women and religion? – See module for more details.

- Pew, [The Gender Gap in Religion Around the World](#)
- Charts- [Religion and Gender composition](#)
- Pew, [How Americans describe what society values \(and doesn't\) in each gender](#)
- Rita Gross, Defining Feminism, Religion, and the Study of Religion
- Due: Discussion question #1

Week 2: The (Male?) Anatomy of the Sacred: Sexism and God-Language

- Juschka, "Gender"

- Reuther, "Sexism and God-Language" In *Weaving the Visions*
- Ruether, *Anthropology: Humanity as Male and Female*- Ch 4.pdf (p. 93-109)
- Gross, *Selection from Feminism and Religion*:
 - CH3 Where Have All the Women Been ?.pdf
- **Recommended:**
 - Wessinger, Ch 4 - Issues for Women in Religions
- Due: Discussion question #2

Week 3: Women, Violence, and the Problem of Evil

- Merchant -" Nature as Disorder: Women and Witches" (Canvas)
- Wood, "The Doctor's Dilemma: Sin, Salvation, and the Menstrual Cycle in Medieval Thought"
- Tribble, "Eve and Adam: Genesis 2-3 Reread" In *Womanspirit Rising*, (Canvas)
- Recommended:
 - Raphael, "Reading Theologies of the Holocaust from a Feminist Perspective"
 - Harrison, "Power of Anger in the Work of Love" in *Weaving the Visions*
 - B. Thistlethwaite, "Every two minutes: Battered women and feminist interpretation" in *Weaving the Visions*

Week 4: Women in Ancient Religions

- Ruether, Ch 3 "Sexism and God-Language: Male and Female Images of the Divine"
- Stone, "When God was a Woman" in *Womanspirit Rising* (Canvas)
- Gimbutas, "Women and Culture in Goddess-Oriented Old Europe" in *Weaving the Visions* (63-71)

- Case study: Choose one of the following
 - Moon, "The Star who Became Queen" (Canvas)
 - Spretnak, "The myth of Demeter and Persephone" In *Weaving the Visions* (72-76)
- Recommended:
 - C. Downing, "Artemis" In *Weaving the Visions*
 - Wessinger, Ch 2 – "The Economic Theory of the Emergence and Transformation of Patriarchy" (stop before section – Egalitarian Foraging Societies)
- Due: Discussion question #3

Week 5: Hinduism

- in *What men Owe to Women* (Canvas)
- Ch 1, Women in Hindu Traditions, Anderson and Young
- Case Study: Folk, "Both Guru and Goddess: Mātā Amritānandamayī of Kerala" In Anderson and Young (p. 287)
- Due: Discussion question #3

Week 6: Buddhism

- Puntarigvivat, "A Thai Buddhist Perspective" in *What Men Owe to Women* (Canvas)
- Ch 3, Women in Buddhist Traditions, Anderson and Young
- Case Study: Falk, "The Case of the Vanishing Nuns: The Fruits of Ambivalence in Ancient Indian Buddhism"
- Due: Discussion question #4

Week 7: Local Asian Religions

- Ch 4, Women in Chinese Traditions, Anderson and Young
- Xiaogan, "A Taoist Perspective: Appreciating and Applying the Principle of

Femininity” in *What men Owe to Women* (Canvas)

- Case Study: Choose one of the following:
 - Harvey, “Possession, Sickness, and Women Shamans in Korea” (Canvas)
 - Nadeau, “Harmonizing Family and Cosmos: Shamanic in Chinese Religions” (Canvas)
- Due: Discussion question #5
- Due: Short Essay 1 Due Sunday, 11:59 pm.

Week 8: African and Afro-Caribbean Religions

- Nkulu-N’Senga, “Bumuntu Paradigm and Gender Justice” in *What men Owe to Women* (Canvas)
- Teish, “Ancestor Reverence” in *Weaving the Visions*
- Case study: Choose one of the following
 - Brow, “Women’s Leadership in Haitian Vodou” in *Weaving the Visions*
 - Baum, “Alinesitoué: A Diola Woman Prophet in West Africa” (Canvas)
- Due: Discussion question #6

Week 9: Indigenous Religions: Australia, North, and Latin America

- Women in Indigenous Traditions, in Anderson and Young
- Ronwanièn:te Jocks – “A Native American Perspective: To Protect the Ground We Walk on” in *What men Owe to Women* (Canvas)
- Collins, “Theology in the Politics of the Appalachian Women” In *Womanspirit Rising*, (Canvas)
- Case study: Choose one of the following
 - Marcos, “Beyond Binary Categories: Mesoamerica Religious Sexuality” (Canvas)
 - Gross, “Menstruation and Childbirth as Ritual and Religious Experience Among Native (Canvas)

- Due: Discussion question #7

Week 10: Judaism

- Falk, "A Jewish Perspective" in *What men Owe to Women* (Canvas)
- Ch 2, Women in Judaism, Anderson and Young
- Plaskow, "Jewish Memory from a Feminist Perspective" in *Weaving the Visions*
- Case study: Neudel, "Innovation and Tradition in Contemporary Midwestern Jewish Congregation" (Canvas)
- Recommended: Plaskow, "The Coming of Lilith" (Canvas)
- Due: Midterm, Content from Weeks 1-8, See practice quizzes and review sheet on Canvas.
- Due: Discussion question #8

Week 11: Christianity 1: Catholicism

- Fiorenza, "Feminist Spirituality, Christian Identity, and Catholic Vision" In *Womanspirit Rising*, (Canvas)
- Royan "A Catholic Perspective" in *What Men Owe to Women* (Canvas)
- Case study: Choose one of the following
 - Strasser, "Bones of Contention: Catholic Nuns Resist their Enclosure" (Canvas)
 - Campbell, "Dorothy Day and Women's Power in the Church" (Canvas)
- Due: Discussion question #9

Week 12: Christianity 2: Protestantism

- Pagels, "What became of God the Mother" in *Womanspirit Rising* (Canvas)
- Women in Christianity, Anderson and Young
- Ellison, "A protestant Christian Perspective" in *What Men Owe to Women*

(Canvas)

- Pew Study: The Divide over Ordaining Women
- Case study: Choose one of the following
 - Ross, "Religious Responsibility and Community Service: The Activism of Victoria DeLee"
 - Setta, "When Christ was a Woman Theology and Practice in the Shaker Tradition"
- Due: Creative Journal

Week 13: Islam

- Engineer, "Islam, Women, and Gender in *What Men Owe to Women* (Canvas)
- Ahmed, "The Discourse of the Veil"
- Case Study: Choose one of the following
 - Mernissi, "Women, Saints, and Sanctuaries in Morocco"
- Hosseini, "The Construction of Gender in Islamic Legal Thought and Strategies for Change."
- Due: Discussion question #10

Week 14: Women, Power, and Religion

- Starhawk, "Witchcraft and Women's Culture" in *Womanspirit Rising* (Canvas)
- Christ, "Why Women need the Goddess?" in *Womanspirit Rising* (Canvas)
- Recommended:
 - Lorde, "Uses of the Erotic" in *Weaving the Visions*
- Due: Part A Final Paper

Week 15: Women and Religion in the US: A Womanist and Mujerista perspectives

- Blee, “Joining the Ladies’ Organization” in *Religious Women and Racism: KKK and Black Churches* (Canvas)
- Anzaldua, “Entering into the Serpent” in *Weaving the Visions*
- S. Williams, “Womanist Theology”
- Due: Work on final paper

Week 16: Final’s Week

- Due:
 - Turn in your Final Paper
 - Final Exam, Material from Weeks 9-15

Extra Credit

You will see extra credit opportunities appear throughout the semester. I will provide you with a list of articles and movies to choose from (you can also propose your own) if you wish to write a review. You will also receive the requirements if you are interested in writing a song, poem, interview, short story, or creating an Instagram account or blog.

- Movie Review – up to 25 points EC
- Article Review – up to 25 points
- Poetry – up to 15 points EC
- Song– up to 20 points EC
- Short Story – up to 20 points EC
- Instagram account – Up to 25 points
- Blog- Up to 25 points

Nondiscrimination Statement

The **Office of Civil Rights** (OCR) is responsible for ensuring that FIU maintains a workplace and learning environment free from discrimination, where current and

prospective faculty, staff, and students are treated equitably. If any student, employee, or applicant has a sincere and reasonable belief that they have been discriminated against or harassed based on age, color, disability, marital status, ethnic or national origin, race, religion, retaliation, sex, or any other protected category, they can report their concerns to the OCR team through report.fiu.edu.