

UNTITLED

CLAS 326 / GSJ 327 / RS 327

Published

CLASS SCHEDULE

Section	Location	Time	Instructor(s)
CLAS 326 001 [LEC]	CGR 1300	Mondays & Wednesdays 10 a.m. - 11:20 a.m.	
GSJ 327 001 [LEC]		Mondays & Wednesdays 10 a.m. - 11:20 a.m.	
RS 327 001 [LEC]		Mondays & Wednesdays 10 a.m. - 11:20 a.m.	
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INSTRUCTOR / TA INFORMATION

Office Hours: Wednesdays, 1-2 pm and by appointment

COURSE DESCRIPTION

Calendar Description for CLAS 326

From clothing to hairstyles to tattoos, dress can express beliefs, aspects of identity, and power. This course examines dress in a variety of religions from ancient Greece to the modern era. The course includes attention to the look and feel of dress on the body, conflicts that can arise over dress and religion, as well as the role of dress in the formation and maintenance of religious communities.

Prereq: Level at least 2A

Calendar Description for GSJ 327

From clothing to hairstyles to tattoos, dress can express beliefs, aspects of identity, and power. This course examines dress in a variety of religions from ancient Greece to the modern era. The course includes attention to the look and

feel of dress on the body, conflicts that can arise over dress and religion, as well as the role of dress in the formation and maintenance of religious communities.

Prereq: One of GSJ 101, 102, WS 101, 102

Calendar Description for RS 327

From clothing to hairstyles to tattoos, dress can express beliefs, aspects of identity, and power. This course examines dress in a variety of religions from ancient Greece to the modern era. The course includes attention to the look and feel of dress on the body, conflicts that can arise over dress and religion, as well as the role of dress in the formation and maintenance of religious communities.

Prereq: Level at least 2A

In this course, students will explore dress in a variety of historical and religious contexts but given that dress is part of every culture in history, the course is by no means exhaustive. Class readings and discussion will focus especially on dress in Greek and Roman contexts (Classics) as well as in Judaism, Christianity and Islam (Religious Studies), paying close attention to questions of gender and the conflicts that dress can cause or sometimes resolve (Gender and Social Justice). Students will do some research on a topic of their choice related to dress, but the topic need not relate to specific examples or contexts that the class will explore. Thus, if a student wanted to study dress in a Buddhist context, or, for example, traditional women's dress in contemporary Nigeria, or the development of "Goth" dress, or questions of dress and disability, they could do so. Feel free to consult with the instructor early in the course about your research paper ideas.

LEARNING OUTCOMES

By the end of this course students should be able to:

Understand the significance of the body and dress for the study of religion.

Analyse why dress can be the centre of conflict both historically and in the contemporary world, and how gender questions often factor into that conflict.

Develop further research, writing, and critical thinking skills.

TENTATIVE COURSE SCHEDULE

Week	Date	Class Topics	Reading Due (readings are on the LEARN page)	Assignment Due or To Do in Class
Week One	Jan 9	Introduction to the course	No reading due	After class, make sure that you review the syllabus and assignment guides and seek clarification if you have any questions.
	Jan 11	Definitions - The Body, Dress, and Religion	No reading due	Prior to class, ask a friend or family member how they define "religion" - come to class ready to share your findings.

Week Two	Jan 16	The "Experience" of Dress - Positive and Negative	Read Eco, "Lumbar Thought"	If you can, bring or wear an item of dress that is important to you or that you simply like to wear - come to class ready to share your thoughts. Also, identify what you think are the most interesting observations that Eco makes in his essay.
	Jan 18	Dress as Embodied Practice Dress vs. Fashion (podcast with Entwistle: https://archive.org/details/podcast_ideas-books_joanne-entwistle-the-fashione_10003558 19957	Read Entwistle, "Fashion and the Fleshly Body" (this article is longer and pretty complex [in my humble opinion] but just do you best with it and we will discuss it together)	Come to class ready to share questions and comments about this article. We will also listen to a portion of a podcast featuring Entwistle, who is a sociologist.
Week Three	Jan 23	Dress and Religion in Antiquity	Batten, "Clothing and Adornment"; Daniel-Hughes, "Belief" (please read both as these are survey articles that provide overall background)	After reading both Batten and Daniel-Hughes, come to class ready to write a couple of sentences about what you learned from one of them as well any questions you may have.
	Jan 25	Tattoos in Antiquity	Students will read one of either (but it is worth reading them all if you can!): Jones, " <i>Stigma: Tattooing and Branding in Graeco-Roman Antiquity</i> ;" or Gustafson, "The Tattoo in the Later Roman Empire and Beyond;" or Kristensen, "Textiles, Tattoos and the Representation of Pilgrimage in the Roman and Early Christian Periods"	Submit a one page summary (250-300 words in sentences and paragraphs, double-spaced) of the article that you read to the Drop Box before class. Bring a copy to class with you as well. We will engage in a Jigsaw exercise in class.

week Four	Jan 30	We will go over to the Learning Lab in the Porter Library for a Research Session with librarian Sandra Keys (we will meet in class first)	No reading assigned. You can read ahead.	Bring ideas about what you would like to research for your paper.
	Feb 1	Memorial Tattoos - Guest lecture by Dr. Susan Cadell, Professor of Social Work, Renison, UW	Review your notes on tattoos from last week, and read a second article that was assigned on Jan 25 in order to provide more background.	Come to class ready to further discuss the significance of tattoos.
Week Five	Feb 6	Ancient Judaism	Read Schwartz, "Clothes Make the Jew: Was There Distinctive Jewish Dress in the Greco-Roman Period?"	Come prepared to write a few sentences about what you learned from Schwartz's essay and any questions you may have.
	Feb 8	Ancient Judaism and Gender	Read Kraemer, "Adornment and Gender in Rabbinic Judaism"	Come prepared to write a few sentences about what you learned from Kraemer's essay and any questions you may have.
Week Six	Feb 13	Dressing Jesus Dressing the Apostle Paul	Read Taylor, "Top to Toe: Dressing Jesus"	Come prepared to write a few sentences about what you learned from Taylor's chapter and questions you may have.
	Feb 15	Diverse Attitudes in the Ancient Church: The Case of the Pearl	Read Batten, "The Paradoxical Pearl: Signifying the Pearl East and West"	Come prepared to write a few sentences about what you learned from Batten's essay and questions you may have.
Read ing Week	Feb 20- 24	No Class	No reading.	Nothing due. Prepare for mid term in-class test on Feb 27th.
Week Seven	Feb 27	Mid-term test.	Mid-term in-class test.	Mid-term in-class test.
	Mar 1	Cross-Dressing in Late Antiquity Brainstorming Essay Ideas	Read Tommasi, "Cross-Dressing as Discourse and Symbol in Late Antique Religion"	Come prepared to write a few sentences about what you learned from Tommasi's essay and any questions you may have. We will also spend part of the class talking about essay ideas and questions, so please bring your ideas about what you would like to research.

Week Eight	Mar 6	The Medieval World	Read Denny-Brown, "Belief"	Come prepared to write a few sentences about what you learned from Denny-Brown's essay and any questions you may have.
	Mar 8	The Famous Case of Jeanne d'Arc	Read Hotchkiss. "Transvestism on Trial: The Case of Jeanne D'Arc"	Come to class prepared to write a few sentences about what you learned from Hotchkiss' chapter and any questions you may have. Annotated Bibliography (minimum of 5 peer reviewed sources) and Paper Topic is due to the Drop Box by Friday, March 10th
Week Nine	Mar 13	Islam	Read Elias, "The Sufi Robe (<i>Khirqa</i>) as a Vehicle of Spiritual Authority"	Come to class prepared to write a few sentences about what you learned from Elias' chapter and any questions you may have.
	Mar 15	The Veil	Students will read one of either (but read both if you can): Amer, "Understanding Veiling in Islamic Sacred Texts;" or Kahf, "From Her Royal Body the Robe was Removed"	Come to class prepared to write a few sentences about what you learned from either Amer's or Kahf's chapter and any questions you may have.
Week Ten	Mar 20	Questions of Modesty	Read either Miller, "Denim. The Modesty of Clothing and the Immodesty of Religion;" or Morin, "Men, Modesty, Religion, and the State: Spaces of Collision" (but read both if you can!)	After reading Miller's essay or Morin's article, come to class prepared to write about what you learned from one of them, as well as any questions you may have.
	Mar 22	Writing Workshop and peer review of drafts.	We will focus on reviewing the drafts of your essay in class.	Essay draft (minimum of 1200 words) due to the Drop Box before class on March 22nd. Please bring a copy of the draft to class as well.

Week Eleven	Mar 27	Some Contemporary Dress Questions	Students will read one of either Neal, "OMG: Authenticity, Parody, and Evangelical Christian Fashion" or Anderson and Griefhagen, "Covering Up on the Prairies: Perceptions of Muslim Identity, Multiculturalism, and Security in Canada" (but read both if you can!)	Submit a one page summary (250-300 words in sentences and paragraphs, double-spaced) of the article that you read to the Drop Box before class. Bring a copy to class with you as well. We will engage in a Jigsaw exercise in class.
	Mar 29	Debates Over Head Coverings in Kitchener - Guest Lecture by Dr. Marlene Epp, Emeritus Professor of History and PACS, CGUC, UW	Read Epp, "Carrying the Banner of Nonconformity: Ontario Mennonite Women and the Dress Question"	Come to class prepared to write a few sentences about what you learned from Epp's article as well as any questions you might have.
Week Twelve	Apr 3	Adopting or Leaving Behind Religious Dress	Read Galman, "Un/Covering: Female Religious Converts Learning the Problems and Pragmatics of Physical Observance in the Secular World" or Michelman, "Fashion and Identity of Women Religious" (but read both if you can!)	Come to class prepared to write a few sentences about what you learned from either Galman or Michelman's articles and any questions you may have. Final Version of your paper (1800-2000 words) is due to the Drop Box on Thursday, April 6th.
	Apr 5	Last Class - Review and Course Perception Surveys	Review for final take-home	Final take home due to the Drop Box by April 17th.

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
Various articles and book chapters	All required readings are posted on the LEARN page under "Content"	Yes

STUDENT ASSESSMENT

Component	Value
Participation	7% - Participation refers to coming to class prepared and engaging with others through listening and offering comments and questions when appropriate both in small groups and in plenary discussions.
In-class writing	13% - These are worth 1% each and are marked pass/fail. On specific days, I will ask the class to write a couple of sentences about what they learned from the reading. Thus, as you read the assigned class readings, take notes, and write down some things that you learned and any questions that you may have. I will ask the class to close laptops while doing this writing, but you can consult any notes on paper that you have made. These cannot be made up except in the case of illness or family emergency.
Short summary/response papers	15% - (2 x 7.5% each) - On two occasions (Jan 25th; March 27th), students will submit a summary response paper to one of the assigned readings to the Drop Box prior to class (please bring a copy to class as well). We will use these papers for a "Jigsaw" exercise in class. Further instructions are on the LEARN page.
Mid-term in-class test	15% - On Feb 27th - I will provide essay questions ahead of time (based on the reading up to that point in class). Students can bring in one index card, which I will provide, as reference and will write the test in class (and please submit the reference card with the test).
Paper Topic and Annotated Bibliography	5% - A paper topic and minimum 5 source annotated bibliography in Chicago Style is due to the Drop Box by March 10th. Further instructions are on the LEARN page.
Essay draft	5% - A draft of a minimum of 1200 words is due to the Drop Box by March 22nd. Please also bring your draft to class on March 22nd (can be a hard copy or on your computer). This draft will be marked pass/fail. Please provide a word count on the draft.
Final Version of Essay	25% - 1800-200 word version of essay due to the Drop Box on Thursday, April 6th.
Final Take Home	15% - The final take home (questions distributed beforehand) is due to the Drop Box by April 17th.

ASSIGNMENT SCREENING

No assignment screening will be used in this course.

ADMINISTRATIVE POLICY

Territorial Acknowledgement: The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the [Office of Indigenous Relations](https://uwaterloo.ca/indigenous) (<https://uwaterloo.ca/indigenous>)

CROSS-LISTED COURSES

Please note that a cross-listed course will count in all respective averages no matter under which subject code it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science subject code.

ACCOMMODATIONS AND ILLNESSES

Please consult the [accommodations and illnesses page](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances) (<https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances>) for instructions of what to do if you are ill and need accommodation in your classes because of health reasons.

CHOSEN/PREFERRED FIRST NAME

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](https://idm.uwaterloo.ca/watiam/) (<https://idm.uwaterloo.ca/watiam/>).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](https://uwaterloo.ca/the-centre/updating-personal-information) (<https://uwaterloo.ca/the-centre/updating-personal-information>).

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

MENTAL HEALTH SUPPORT

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca (<mailto:counselling.services@uwaterloo.ca>) / 519-888-4567 ext. 32655

- [MATES](https://wusa.ca/services/uw-mates) (https://wusa.ca/services/uw-mates) : one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- [Good2Talk](https://good2talk.ca/) (https://good2talk.ca/) : Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](https://here247.ca/) (https://here247.ca/) : Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](https://ok2bme.ca/) (https://ok2bme.ca/) : set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it) (https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it)

Download [UWaterloo and regional mental health resources \(PDF\)](https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)

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Download the [WatSafe app](https://uwaterloo.ca/watsafe/) (https://uwaterloo.ca/watsafe/) to your phone to quickly access mental health support information.

INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO

[Policy 33, Ethical Behaviour](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) states, as one of its general principles (Section 1), "The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly

obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible." This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) . For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>) .

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/disability-services/) (<https://uwaterloo.ca/disability-services/>) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.