

UC 1149111F

CBM003 ADD/CHANGE FORM

APPROVED DEC 7 2011

Undergraduate Council *core code 81*
 New Course Course Change
 Core Category: WI-ID Effective Fall 2012

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2012

1. Department: RELS College: CLASS
2. Faculty Contact Person: Lynn Mitchell Telephone: 3-3213 Email: lemitchell@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
RELS / 3381 / Global Hinduism
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
RELS / 3381 / GLOBAL HINDUISM
 - SCH: 3.00 Level: JR CIP Code: 38.0204.00 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 14 2011

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
 - Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): _____
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
 ____ / ____ / ____
 • Course ID: _____ Effective Date (currently active row): _____

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304 or ENGL 1310. Description (30 words max.): (Also ANTH 3381) Examines diversity of Hindu practices outside India; compares Hindu practices/beliefs around world; introduces paradigms, theories in religious studies, anthropology, sociology to understand how local/global cultures shape communities and religious practices.

10. Dean's Signature: _____ Date: 10/13/11

Print/Type Name: Sarah Fishman

UNIVERSITY of HOUSTON

CORE CURRICULUM REQUEST FOR COURSES NEW TO THE CORE

Originating Department/College: CLASS/ Religious Studies Program

Person making request: Lynn Mitchell Telephone: 3-3213

E-mail: lemitchell@uh.edu

Dean's signature:  Date: 10/13/11

I. General Information:

Course number and title: RELS 3381 Global Hinduism

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- American History
- Government
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Natural Sciences
- Social/Behavioral Sciences
- Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course.

SVP. Effective 8/23/10. Replaces all previous forms, which may no longer be used.

A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.

- Students will have an understanding of the study of religion as an interdisciplinary academic field.
- Students will develop understanding of the diversity of Hindu practices and beliefs through ethnographic study.
- Students will further their understanding of the religions by focusing further writing on critical analysis of the sacred texts and historical analysis.
- Writing produced throughout the course will be developed through an instructor and university writing resource services feedback process involving discussion of invention, assistance with organization, opportunity for draft revisions and editing, and finally presentation of writings via class group and/or instructor discussion.

B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.

- Use of evidence, experience, critical reason, and coherent argumentation will be the standards upon which all of the written work will be graded, and will be modeled and encouraged within the course itself.
- Instructor evaluations

C. Delineate how these evaluation results will be used to improve the course

- Evaluation of papers and of final essays will serve to refine the selection of readings and amount of time spent in certain formative areas of the course.
- Instructor evaluations will serve to refine presentation style to increase the correlation between the course goals and the methods for achieving the goals.

RELS 3381/ANTH 3315 GLOBAL HINDUISM

SOCIETY AND CULTURE OF INDIA: EMIGRATION AND THE GLOBALIZATION OF HINDUISM

PARTICULARS:

ANTH 3315 - Society and Culture of India: Emigration and the Globalization of Hinduism

RELS 3381 - Global Hinduism

This course has two listings because it is cross-listed in two departments. It also can be counted toward the new India Studies minor which will be inaugurated in 2012.

Instructor: Dr. Michele Verma

Class Meeting Time: Spring 2012 online, In-person 4x

Class Meeting Place: University of Houston (TBA, 2x) and at temples (TBA, 2x)

Office Hours: Before and after class (classroom) and by appointment (Religious Studies Office, A. B. Bruce Religion Center)

E-mail: mmverma@uh.edu

COURSE DESCRIPTION:

This course examines the diversity of Hindu practices established outside of India and compares Hindu practices and beliefs established in different places around the world, including here in Houston, Texas. We will read about colonial and post-colonial migration from India in order to contextualize and compare Hindu traditions in the Pacific, East Africa, the West Indies, Europe and North America. Paradigms and theories in religious studies, anthropology and sociology will be introduced in order to think about how communities and religious practices are shaped by local and global cultures. In addition to library research, students will gather their own data through fieldwork, specifically temple visits and interviews, to write a final paper.

FORMAT (HYBRID):

This course will be offered primarily online through Blackboard, but students will also be required to meet in person four times during the semester.

Learning Outcomes

1. Students will have an understanding of the study of religion as an interdisciplinary academic field.
2. Students will develop understanding of the diversity of Hindu practices and beliefs through ethnographic study.
3. Students will further their understanding of the religions by focusing further writing on critical analysis of the sacred texts and historical analysis.
4. Writing produced throughout the course will be developed through an instructor and university writing resource services feedback process involving discussion of invention, assistance with organization, opportunity for draft revisions and editing, and finally presentation of writings via class group and/or instructor discussion.

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WRITING INTENSIVE EXPERIENCES IN THE DISCIPLINES:

This is writing-intensive content course which fulfills a CORE requirement for a Writing in the Disciplines course (WID) and it can be counted towards minor requirements. As such, its educational objectives include:

- Read published articles informed by anthropology and religious studies in order to gain knowledge of discipline specific debates and ways of writing.
- Demonstrate through your writing familiarity with key concepts and arguments developed by anthropologists and scholars of religion and use them to develop your own analyses and arguments through complex reasoning and critical thinking.
- Develop writing skills specific to anthropology and religious studies by working through all stages of the writing process including: invention, organization, drafting, revision, editing, and presentation.
- Prepare a research paper with documentation in accordance with disciplinary standards.
- Clearly communicate your ideas in writing with organization and technical proficiency.

COURSE REQUIREMENTS:

- **Attendance:** You are expected to attend four face-to-face class sessions. Two will be held on-campus and two will be off-campus temple visits.
- **Participation/ Informal Writing:** Post your thoughts and reflections weekly on reading and films through the online discussion board. You will be required to make one post before reading your classmates' comments and a second post in response to what others have written. Thoughtful posts will make it a more enriching discussion experience for everyone involved. A portion of your grade is based on word count and quality of this informal writing (75-100 words per post, min. 1125 for the semester).
- **Quizzes:** Each week you will take an open-book quiz based on the content of assigned reading or films.
- **Research:** Inform your ideas and enhance your formal writing by finding and citing published anthropological and religious studies articles. Gather primary data by learning how to conduct an interview and then interview a Houston-based Hindu. Practice using primary evidence in your writing by incorporating what you learned from your interview into your final research paper.

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SOCIETY AND CULTURE OF INDIA: EMIGRATION AND THE GLOBALIZATION OF HINDUISM

- Writing Process/Informal Writing
 1. Generate questions
 2. Drafting a thesis
 3. Developing an argument and outlining
 4. Using and interpreting evidence
 1. Paraphrasing/ Quoting
 2. In-text citations
 3. References Cited
 5. Revising
- Formal Writing Requirements
 1. Comparative Religion Paper (min. 4 pages, approx. 1,200 words)
 2. Analysis of religious oral history (min. 8 pages, approx. 2,400 words)

GRADING:

Attendance (4 face-to-face class sessions)	10
Informal Writing and Writing Process Assignments	25
Quizzes	25
Research (Interview)	10
Formal Writing	30

GRADING FORMAL WRITING:

See writing rubric.

REQUIRED BOOKS:

T. S. Rukmani, Ed. (1999). *Hindu Diaspora: Global Perspectives*. Montreal: Vear Printing.

Dempsey, Corinne. (2006). *The Goddess Lives in Upstate New York: Breaking Convention and Making Home at a North American Hindu Temple*. New York: Oxford University Press.

Other articles and chapters from books that are required reading for the course will be uploaded to Blackboard.

COURSE SCHEDULE:

WEEK ONE

Introductions

Orientation to the Blackboard and course requirements

First lecture

Film: "Hinduism"

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WEEK TWO

Topic: Hinduism as a World Religion

Sharma, Arvind. (2000). A Conceptual Introduction. *Classical Hindu Thought and Introduction* (pp. 1-34). New York: Oxford University Press.

1st face-to-face class session: (University of Houston, Bldg/Rm TBA)

WEEK THREE

Topic: Studying the Hindu Diaspora

Vertovec, S. (2000) Tracing Transformation in Hinduism. *The Hindu Diaspora: Comparative Patterns*. (pp. 1-38) London: Routledge.

Film: "Hindu Temples"

2nd face-to-face class session: BAPS Swaminaryan Temple Visit (Stafford, Texas)

WEEK FOUR:

Caribbean Hinduism

Topics: Colonial emigration/ Development of a regional Hinduism

Hans Ramsoedh and Lucie Bloemberg. (1999). The Institutionalization of Hinduism in Suriname and Guyana. In T.S. Rukmani (Ed.) *Hindu Diaspora: Global Perspectives*. Montreal: Vear Printing.

Film: "Once More Removed" by Shundell Prasad

R. Narayanan and Ashok Shrivastava. (1999). Diasporic Hindus of the Caribbean with Special Reference to Trinidad. In T.S. Rukmani (Ed.) *Hindu Diaspora: Global Perspectives*. Montreal: Vear Printing.

WEEK FIVE:

Hinduism in Europe

Topics: Post-World War II emigration / Community formation and temple building

Martin Baumann. (1999). The Hindu Diasporas in Europe and an Analysis of Key Diasporic Patterns. In T.S. Rukmani (Ed.) *Hindu Diaspora: Global Perspectives*. Montreal: Vear Printing.

Vertovec, S. (2000). Reproduction and representation: the growth of Hinduism in Britain. *The Hindu Diaspora: Comparative Patterns* (pp.87-107) London: Routledge.

WEEK SIX:

Hinduism in Africa

Topic: Cultural adaptation

Younger, Paul. (1999). Behind closed doors: The Practice of Hinduism in East Africa. In T.S. Rukmani (Ed.) *Hindu Diaspora: Global Perspectives*. Montreal: Vear Printing.

Oonk, Gijsbert. (2004). The changing culture of the Hindu Lohana community in East Africa. *Contemporary South Asia*, 13(1), 7-23.

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SOCIETY AND CULTURE OF INDIA: EMIGRATION AND THE GLOBALIZATION OF HINDUISM

WEEK SEVEN:

Topics: Writing Process/ Theoretical paradigms: Diaspora as lens

Halpern, Faye, Lewis A. Thomas, Anne Monius, Robert Orsi and Christopher Whiete (2007). "A Guide to Writing in Religious Studies." Boston, MA: The President and Fellows of Harvard University.

Vertovec, S. (2000). Three Meanings of Diaspora. *The Hindu Diaspora: Comparative Patterns*. (pp. 141-159). London: Routledge.

Due: Brainstorming/Drafting a thesis

WEEK EIGHT:

Hinduism in Fiji and Malaysia

Topics: Ethnic relations and culture change

Kelly, John D. (1988). From Holi to Diwali in Fiji: An Essay on Ritual and History. *Man New Series*. 23(1), 40-55.

K Ramanathan. (1999). The Hindu Diaspora in Malaysia. In T.S. Rukmani (Ed.) *Hindu Diaspora: Global Perspectives*. Montreal: Vear Printing.

Due: Comparative Religion Paper

WEEK NINE:

Fieldwork Methods

Topics: Indo-American Oral History Project / Interviewing

Interviewing guide (See Blackboard)

Indo-American Oral History Proposal

Maynes, Mary Jo. (2008). Introduction. *In Telling stories : the use of personal narratives In the social sciences and history*.

Bernand, H.R. (2002). Interviewing : unstructured and semistructured. *In Research methods in anthropology: Qualitative and quantitative methods*. Altamira Press.

3rd face-to-face class session: Interviewing workshop

WEEK TEN:

American Hinduism

Topics: American Hinduism / Swaminaryan tradition

Williams, Raymond Bradey (1992). Swaminaryan Temples and Rituals: A Tale of Two Temples: London and Amdavad. *In Sacred Thread: modern transmission of Hindu traditions in India and abroad*. New York: Columbia University Press.

Bauman, Chad and Saunders, Jennifer. (2009) "Out of India: Immigrant Hindus and SA Hinduism in the USA" *Religion Compass*, 3 (1), 116–135.

Due: Interview Questions

WEEK ELEVEN:

American Hinduism

Topics: Negotiating Identities/ Fieldwork / Disciplinary Writing Conventions

Dempsey, Corinne. (2006). *The Goddess Lives in Upstate New York: Breaking Convention and Making Home at a North American Hindu Temple*. (Ch. 1-2). New York: Oxford University Press.

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SOCIETY AND CULTURE OF INDIA: EMIGRATION AND THE GLOBALIZATION OF HINDUISM
4th face-to-face class session: 2nd temple visit to BAPS Swaminarayan/ interviews

WEEK 12:

American Hinduism

Topics: Religious Leaders/ Writing about the miraculous

Dempsey, Corinne. (2006). *The Goddess Lives in Upstate New York: Breaking Convention and Making Home at a North American Hindu Temple*. (Ch. 3-4). New York: Oxford University Press.

Due: Audio-recording of interview and interview log

WEEK THIRTEEN:

American Hinduism

Topics: Gender / Culture Change

Dempsey, Corinne. (2006). *The Goddess Lives in Upstate New York: Breaking Convention and Making Home at a North American Hindu Temple*. (Ch. 5). New York: Oxford University Press.

Anne M. Pearson. (1999). Mothers and Daughters: The Transmission of Religious Practice and the Formation of Hindu Identity Among Hindu Immigrant Women in Ontario. In T.S. Rukmani (Ed.) *Hindu Diaspora: Global Perspectives*. Montreal: Vear Printing.

Due: Generating questions/ Thesis draft

WEEK FOURTEEN:

American Hinduism

Topics: Sacred Landscapes/ Pilgrimage

Dempsey, Corinne. (2006). *The Goddess Lives in Upstate New York: Breaking Convention and Making Home at a North American Hindu Temple*. (Ch.7). New York: Oxford University Press.

Mary Linda. (1999). Constructing Identity: Hindu Temple Production in the United States. In T.S. Rukmani (Ed.) *Hindu Diaspora: Global Perspectives*. Montreal: Vear Printing.

Due: Outline / References Cited

WEEK FIFTEEN:

Topics: Racial, Ethnic and Religious Identities

Dempsey, Corinne.(2006). *The Goddess Lives in Upstate New York: Breaking Convention and Making Home at a North American Hindu Temple*. (Ch. 8). New York: Oxford University Press.

Elizabeth A. Hole. (1999). Ethnicity and Symbolism among Hindu Women in a small Diaspora Community. In T.S. Rukmani (Ed.) *Hindu Diaspora: Global Perspectives*. Montreal: Vear Printing.

Due: HW practice: Paraphrasing and Quoting

EXAMINATION PERIOD:

Due: Final research paper

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**I reserve the right to alter the syllabus as I deem appropriate.*

Accommodations for Students with Disabilities

The University of Houston is committed to providing reasonable accommodations for eligible students with disabilities, including students who have learning disabilities, health impairments, psychiatric disabilities, and/or other disabilities.

Students who have disabilities are encouraged to register with the Center for Students with Disabilities (CSD), Justin Dart, Jr. Center for Students with Disabilities (713-743-5400-voice, 713-749-1527- TTY) as early as possible in their academic careers. Specific documentation from qualified health care providers will be required.

Documentation requirements for disability eligibility may be obtained by contacting CSD or by downloading this information from the CSD web site at www.uh.edu/csd.

Students whose disabilities may require some type of accommodations, including course load modification, exam modification, or other accommodations should contact CSD and discuss the availability of services such as readers, interpreters, or note-takers and the process for requesting accommodations. CSD will recommend accommodations as early as possible each semester. Appropriate accommodations are determined on an individual basis through a team approach involving CSD, the student, the Academic

Accommodations Evaluation Committee, and at times instructors, as appropriate. A student who believes that an instructor has unfairly denied an accommodation request may appeal to the chair of the department, the Dean of the college, and the Provost, in that order.

Services are provided to student athletes who have disabilities at the Athletics/Alumni Center, in addition to the main CSD Office. CSD staff may be reached at the Athletics Department at 713-743-9254.

Counseling and Psychological Services (CAPS) conducts psychological and learning disability assessments. There may be a waiting list and/or a charge for these services. CAPS is located in the Student Service Center, Room 226, 713-743-5454.

The University of Houston strives to maintain an accessible campus for students with disabilities via ramps, curb cuts, free inner-campus accessible parking, Braille signs, TTYs, etc. Attendant Care Services are available through the University Health Center by calling 713-743-5112.

Students who identify barrier problems should bring those to the attention of the Section 04/ADA Coordinator at the Office of Affirmative Action at 713-743-8835, and/or CSD.