

UC 11845 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

<input checked="" type="checkbox"/> Undergraduate Council <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Change Core Category: <u>WI-ID</u> Effective Fall <u>2014</u>	or	Graduate/Professional Studies Council <input type="checkbox"/> New Course <input type="checkbox"/> Course Change Effective Fall
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1. Department: RELS   College: CLASS
2. Faculty Contact Person: Lois Zamora   Telephone: 3-3781   Email: lzamora@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
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): RELS
  - 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  
RELS / 3381 / GLOBAL HINDUISM
  - 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.): Examine diversity of Hindu practices outside India; compare Hindu practices /beliefs around world; introduce paradigms, theories in religious studies, anthropology, sociology to understand how local /global cultures shape communities and religious practices. Assessments for Social Responsibility and Personal Responsibility.
10. Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Comparative Cultural Studies

Person Making Request: Lois Zamora

Telephone: 33781

Email: lzamora@uh.edu

Dean's Signature: \_\_\_\_\_

Date: Sept 10, 2012

Course Number and Title: RELS 3381: Global Hinduism

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

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 religion 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, including feedback processes, discussion of conceptualization, organization, opportunity for draft revisions and editing, and presentation of writing via class group and/or instructor discussion.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

WID  Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking    | <input type="checkbox"/> Teamwork                           |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility   |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

#### Critical Thinking:

Because this course will be a WID core course, writing assignments are the primary mode of developing critical skills in cross-cultural understanding, and knowledge of the Hindu culture and its worldwide practice. Writing assignments are designed to develop organizational and analytical skills. Emphasis in writing assignments will be placed on 1) introducing the subject matter and the logic of the argument that the student proposes to follow; 2) progressing from paragraph to paragraph with steps in the argument that are related in sequential structures; 3) drawing conclusions based on the argument that the student has constructed.

The writing assignment described in Weeks 7 (Brainstorming and Drafting) and 8 (Comparative Religions paper) are representative of the WID emphasis of this course. The PROCESS of writing, and its communal dimensions are emphasized, as they must be in any and all WID courses. Student mastery of the PROCESS of writing means that their products will be better because they are more confident of the HOW, as well as the WHAT, of writing. They will be less likely to procrastinate, and more likely to find that the PROCESS actually aids and strengthens their ability to think critically.

#### Communication Skills:

Students will discuss writing assignments in small groups, exchange drafts of papers, read each other's drafts, and provide written responses to each other's drafts. This process makes students aware that communication in writing depends upon dialogue with readers (in this case the student's peers, as well as the professor.) The finished papers will be assessed for clarity of expression, logical organization, and analytic insights into the material addressed in the essay. Each paper assignment asks students to develop their knowledge of Hinduism worldwide.

#### Empirical & Quantitative Skills:

[Click here to enter text.](#)

#### Teamwork:

[Click here to enter text.](#)

Social Responsibility:

Written and oral communication exercises instill a sense of respect for the reader or interlocutor, and hone skills whereby students exchange views and explore a culture very different from what most students know, namely Hindu culture worldwide.

Personal Responsibility:

The study of Hinduism teaches the tenets of this religion, including individual responsibility to the community. This study requires students to think comparatively about their own commitment to their communities. Beyond the subject matter, group work on writing assignments will require personal commitment to the group in the form of dialogue about the topic at hand and written commentary on others' drafts.

Will the syllabus vary across multiple section of the course?  Yes  No


If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: \_\_\_\_\_

 Rey Trevino for Lynn Mitchell

## GLOBAL HINDUISM

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

RELS 3381 - Global Hinduism  
ANTH 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.)

**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 Religious Center)

**E-mail:** [mmverma@uh.edu](mailto: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. For this Writing in the Disciplines course, the writing assignments will teach students to use the shared writing conventions, practices and methods of citation of Religious Studies.

#### **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.

## **GLOBAL HINDUISM**

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

#### **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.

## GLOBAL HINDUISM

### 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"

## GLOBAL HINDUISM

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

#### WEEK TWO

##### Topic: Hinduism as a World Religion

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

**1<sup>st</sup> 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"

**2<sup>nd</sup> 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.



## GLOBAL HINDUISM

### 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*.

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

**3<sup>rd</sup> 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.

**4<sup>th</sup> face-to-face class session: 2<sup>nd</sup> temple visit to BAPS Swaminarayan/ interviews**

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

**WEEK TWELVE:**

**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**

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

UC 11845 12F

CBM003 ADD/CHANGE FORM

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RELS / 3381 / GLOBAL HINDUISM  
 • SCH: 3.00   Level: JR

RECEIVED OCT 12 2012

4. Justification for adding/ch  
 5. Was the proposed/revised  
 If Yes, please complete:  
 • Instructional Area / Cc  
 \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 • Course ID: \_\_\_\_\_ E

*Social Resp. Assessment  
 then needed  
 emailed 2.04.13*

ents  
 Yes    No

6. Authorized Degree Progr  
 • Does this course affec  
 • Does this course affec  
 • Can the course be rep

nt?    Yes    No  
 ments?    Yes    No  
 le in course description)  
 (Note: Lect/Lab info. must

7. Grade Option: Letter (A,  
 match item 3, above.)

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RELS / 3381 / GLOBAL HINDUISM  
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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.): Examine diversity of Hindu practices outside India; compare Hindu practices /beliefs around world; introduce paradigms, theories in religious studies, anthropology, sociology to understand how local /global cultures shape communities and religious practices

10. Dean's Signature: \_\_\_\_\_ Date: 10/1/12  
 Print/Type Name: Sarah Fishman

## GLOBAL HINDUISM

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

RELS 3381 - Global Hinduism

ANTH 3315 - Society and Culture of India

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

**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 Religious Center)

**E-mail:** [mmverma@uh.edu](mailto:mmverma@uh.edu)

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#### **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.
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## **GLOBAL HINDUISM**

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

#### **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.

## GLOBAL HINDUISM

### 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"

## GLOBAL HINDUISM

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

#### 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.

1<sup>st</sup> 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"

2<sup>nd</sup> 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.



## GLOBAL HINDUISM

### 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  
Series*. 23(1), 40-55. New

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*.

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

**3<sup>rd</sup> face-to-face class session: Interviewing workshop**

#### WEEK TEN:

##### American Hinduism

##### Topics: American Hinduism / Swaminarian tradition

Williams, Raymond Bradey (1992). Swaminarian 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.

**4<sup>th</sup> face-to-face class session: 2<sup>nd</sup> temple visit to BAPS Swaminarayan/ interviews**

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

**WEEK TWELVE:**

**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**

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