

UC 11480 11F

CBM003 ADD/CHANGE FORM

APPROVED DEC 7 2011

Undergraduate Council
 New Course Course Change
 Core Category: WI-ID Effective Fall 2012
Core Code 8D

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

1. Department: CCS College: CLASS
 2. Faculty Contact Person: Lois Zamora Telephone: 713-743-3781 Email: lzamora@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
ANTH / 3381 / Global Hinduism
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
ANTH / 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): B.A. Anthropology

- 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: English 1304. Description (30 words max.): (Also RELS 3381) Examines diversity of Hindu religious 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: Dr. Sarah Fishman

UNIVERSITY of HOUSTON
CORE CURRICULUM REQUEST FOR COURSES NEW TO THE CORE

Originating Department/College: CLASS/ Comparative Cultural Studies

Person making request: Lois Zamora Telephone: 3-3781

E-mail: lzamora@uh.edu

Dean's signature: _____ Date: 10/13/14

I. General Information:

Course number and title: ANTH 3381 Global Hinduism 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 anthropology and religion as interdisciplinary academic fields.
- Students will develop understanding of the cultural diversity of Hindu practices and beliefs through ethnographic study.
- Students will further their understanding of the Hindu Diaspora 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.

GLOBAL HINDUISM

PARTICULARS:

ANTH 3381 – Global 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 Religious 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 and anthropology as interdisciplinary academic fields.
2. Students will develop understanding of the cultural diversity of Hindu practices and beliefs through ethnographic study.
3. Students will further their understanding of the Hindu cultures worldwide 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.

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.

- 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"

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.

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.

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: Veer 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.

3rd 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.

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

Grading Rubric for Formal Writing Assignments – ANTH 3315 / RELS 3381 – Dr. Michele Verma

Qualities & Criteria	Poor (64 and below)	Good (65-84)	Great (85-100)
<p>Format/Layout</p> <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Follows requirements of length, font (12, Times New Roman, double spaced) & layout <p>(Weight 5%)</p>	<p>Does not follow the requirements related to format and layout.</p>	<p>Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.</p>	<p>Closely follows all the requirements related to format and layout.</p>
<p>Content/Information</p> <ul style="list-style-type: none"> • All elements of the topics are addressed • The information is technically sound • Information based on careful research • Coherence of information <p>(Weight 5%)</p>	<p>The essay material is not objective and addresses poorly the issues referred in the required and proposed special topic. The provided information is not necessary or not sufficient to discuss these issues.</p>	<p>The essay material is objective and for the most part addresses with analysis most of the issues referred in the required and proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.</p>	<p>The essay material, particularly the special topic is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.</p>
<p>Organization/ Style</p> <p>(Weight 20%)</p>	<p>The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way. The essay is not written in an appropriate tone. Sentences are not clear and strong.</p>	<p>The essay for the most part is organized, but needs improvement to present ideas in a clear and coherent way. An effort was made to write the essay in an appropriate tone, but many sentences need to be rephrased.</p>	<p>The essay is well organized, clear and presents ideas in a coherent way. The essay is written in an appropriate tone. Sentences are strong and clear.</p>
<p>Grammar</p> <p>(Weight 15%)</p>	<p>The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors.</p>	<p>There are some spelling, grammar or use of English errors.</p>	<p>The essay is well written from start to finish with almost no spelling, grammar or use of English errors</p>
<p>References and use of references</p> <ul style="list-style-type: none"> • Scholarly level of references • How effective the references are used in the essay • Soundness of references • APA style in reference list and for citations <p>(Weight 10%)</p>	<p>The minimum reference required are not present or are not effectively used, correctly cited or correctly listed in the reference list according to APA style.</p>	<p>Not all the references used are important or are of good/scholarly quality. However, most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>	<p>All the references used are important, and are of good/scholarly quality. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>

Overriding criterion: Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, I have the right to grade the paper as an F.