

HINDUISM

REL 3333-0W61

Dr. Ann Gleig

Office: PSY 226 (the Philosophy Department is on the second floor of the Psychology Building)

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Course Description:

Using both an historical and thematic lens, this course will introduce the diverse texts, practices, beliefs, and traditions contained within the category of Hinduism. It will trace the origins of Hinduism from its premodern classical expressions in the Vedas to the flourishing of the bhakti traditions in the medieval period to the reformation of Hinduism in modernity. It will examine central components of the Hindu worldview—such as dharma, karma, reincarnation, moksha, atman—and the interpretation and systematization of those concepts in its orthodox and heterodox philosophical schools—as well as explore the ritual and devotional practices that mark everyday Hindu life. It will examine how Hindus have preserved and reformulated their traditions in colonial and post-colonial contexts with a focus on Hindu communities in the U.S. and the adoption and appropriation of Hindu thought and practices by wider populations. We will explore these issues through both primary and secondary texts.

Course Objectives:

- To gain a basic literacy in the history, teachings, and practices of Hinduism.
- To become aware of and appreciate the diversity of Hindu traditions as well as identify common features across different perspectives.
- To be able to situate and critically analyze different Hindu texts and traditions in their specific historical and socio-cultural contexts.

Required Texts:

You are required to purchase copies of these three texts and there will also be links to various articles or chapters available online directly or via UCF library

Rodrigues, Hilary. *Introducing Hinduism*. 2nd edition. New York: Routledge, 2017.

Patton, Laurie. *The Bhagavad Gita*. New York: Penguin, 2008.

Gandhi, Mohandas. *The Story of my Experiment with Truth*. Beacon Press, 1993.

Course Requirements:

There will be three main types of assignments: (1) Module Exams (including exam preparation and exam reflection); (2) Module Reflection and Response posts and (3) Final Creative Project

1. MODULE EXAMS (64%)

1a. Exam Preparation: There is a lot of material covered in this class and it is essential that you keep up with the weekly review terms for exam success. To help you prepare for the exams, you will do an exam preparation activity called "You're the Professor," in small groups. Instructions for this are provided but essentially it involves writing and answering multi-choice question exams from the weekly review terms to help you study and think about the material for the exams. You will have 4 of these activities over the course of the semester, one for each exam. In total, they will make up 8% of your final grade. Details are here: [You're the Professor: Study Session 1](#)

1b. Module Exams: At the end of each module, there will be a 48 multi-choice question exam that will be taken as a timed exam of 70 minutes. Exams are timed strictly to restrict cheating by looking up things on the Internet. The questions on this exam will all be drawn from the class discussion/review terms. Exams are designed to test your retention and understanding of the unit material. (Each exam is worth 12%, and in total the exams will make up 48% of your final grade) Details are here: [Exam Guidelines](#)

1c. Metacognition Exam Analysis Exercise: At the end of each exam, you will have the opportunity to go through your exam and make some exam corrections. You will be asked to reflect upon and correct 4 questions that you got wrong or got correct but were unsure about on the exam. You will have 4 of these activities over the course of the semester, one for each exam and in total they will make up 8% of your final grade. Details are here: [Metacognition: Exam Analysis 1](#)

2. MODULE REFLECTION AND RESPONSE POST (20%)

You will be required to write 4 short Module Reflection and Response Posts. Each post will essentially function as a short two-part paper. The first part of the paper--the reflection--will include a descriptive, analytic and reflective component. The second part will involve a response to a classmates' paper that will demonstrate your capacity for evaluative thinking and response. Each paper will make up 5% of your grade and 20% of your total class grade. Details are here: [Reflection and Response 1](#)

3. CREATIVE PROJECT (15%)

You have two choices for your final creative project and you can do it alone or in pairs (you must find your own partner in the class)

"Create a Class" Project: You will be required to produce a "class" through the medium of a powerpoint presentation on some aspect of Hinduism, which I have not covered. This presentation should be modeled on the power points that I provide: it should include readings,

powerpoint content, images ect. You are essentially teaching me about some aspect of this topic that I am not able to cover. Details are here: [Creative Project Option 2: CREATE A CLASS](#)

Site Visit: For the final assignment you will be required to produce a powerpoint presentation of a **virtual** site visit to a Hindu temple, Hindu-inspired center or yoga class. The final powerpoint presentation will include academically researched background knowledge and content, a description of the actual visit, and an integration with the themes of the class. Please see the rubric for exact instructions. This project will test your creative application of the class material. Details are here: [Creative Project Option 1: VIRTUAL SITE VISIT](#)

The total percentage of the above comes to 99%. Your additional 1% is from your Introduction and Course Orientation Post

Extra Credit: There are two extra credit opportunities in this class. One is [Bikram Documentary Analysis](#) Another is [Extra Credit: Kumare](#)

All assignment dates are set in webcourse. It is your responsibility to check and keep on top of the assignment section with its list of due dates.

There are detailed guidelines for each assignment under the ASSIGNMENT GUIDELINE module on webcourse

Grading Scale:

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (70-76) D+ (67-69) D (63-66) D- (60-65) F (0-59)

CLASS SCHEDULE

The readings for each week is given on the “Content Page” (slide two) of that week’s PowerPoint.

Week One: August 23rd-August 29th

Introduction: Challenges in the Study of “Hinduism”

Week Two: August 30th-September 5th

The Indus Valley Civilization and early Vedic Society

Week Three: September 6th– 12th

The Upanishads and the Sramanas

Week Four: September 13th-19th

Dharma and the Dharma Sastras

Week Five: September 20th-26th

The rise of Bhakti

Week Six: September 27th-October 3rd

The Bhagavad-Gita

Week Seven: October 4th-10th

The Indian Philosophical Schools

Week Eight: Mid-Term Catch Up (October 11th-17th)

Week Nine: October 18th – 24th

Hinduism and Colonialism

Week Ten: October 25th-October 31st

Swami Vivekananda and the Ramakrishna Movement

WITHDRAWAL DATE: FRIDAY OCTOBER 29th

Week Eleven: November 1st-7th

Mohandas Gandhi and the Independence Movement

Week Twelve: November 8th-14th

Global Gurus

Week Thirteen: November 15th-21st

Yoga

Week Fourteen: November 22nd-November 28th

Hindutva: in India and the U.S.

Week Fifteen: November 29th- December 5th

Project week

Learning During COVID

We are living through and learning during an unprecedented historical time due to the continued vulnerabilities, restrictions and limits of COVID. It is a time of real insecurity and anxiety on multiple levels: physical, psychological and financial. In addition to our own wellbeing, we all have families and friends we care about immensely. **The most important thing is to take care of ourselves and each other.** As such, I urge you to contact me at any time, if you run into any issues and problems that impact your performance in the course. I am setting deadlines to maintain "normality" but given that we aren't living in normal times, I intend to be flexible with all my students. To make the course more manageable during this time, I have made a few adjustments:

1. I have replaced 15 weekly responses with 4 Unit responses and I have removed a mid-term project.
2. I have replaced the final ethnographic site visit project with the choice of either a **virtual** ethnographic site visit or a "create a class" assignment.
3. I have structured a project week in the middle of the semester (week 8) to catch up on any work or to plan ahead for the final project

All of us are dealing with extra stress right now. I hope the class structure, which is still quite rigorous, will provide some focus but will not be too overwhelming. **Please reach out to me, if you find yourself having any problems. I am here for you. On the same note, I expect you to honor and not abuse my care by not misusing the Covid flexibility changes in the Course.** This means not using them as an excuse for laziness or irresponsibility on your behalf.

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(Links to an external site.\)](#). Masks are required in approved clinical or health care settings. I myself am fully vaccinated and intend to wear a mask indoors.

Please see the **bottom of this page** for the UCF official policy and statement on COVID

WRITING HELP: The University Writing Center (UWC) is a free resource for UCF students. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by the first floor of Colbourn Hall, or call (407) 823-2197.

Deadlines: I follow a strict policy for late assignments. Unless we have discussed and agreed on an alternative arrangement in advance, grades will be dropped by half a letter grade for each day the assignment is late and will not be accepted after 3 days.

Withdrawal Deadline: Friday October 31^h 2021

UCF Academic Integrity Code

All written assignments require strict adherence to the honor code and must include the following “I (print name) hereby certify that I have adhered to the UCF academic integrity code (signature).” I have a zero-tolerance policy for plagiarism, which I consider an essentially cowardly and uncreative activity that undermines education, character and community:

UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on texts, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume all tests, quizzes, ect. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a test, quiz or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes or language without attribution or proper citation is plagiarism.

Student Accessibility: I am happy to work with any student requiring accommodations in this course but you must contact Student Accessibility Services at the start of class and field your requests through them. <http://sas.sdes.ucf.edu>

UCF COVID GENERAL STATEMENT

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

UCF COVID 19 Illness Statement

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.