

**California State University, Chico  
Department of Religious Studies**

**RELS 212 - RELIGIONS OF INDIA**

<b>Instructor:</b>	Daniel Veidlinger
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<b>Email:</b>	Use the Course eMail system or you can email me at <a href="mailto:dveidlinger@csuchico.edu">dveidlinger@csuchico.edu</a> but be sure to include the course title "RELS 212" in the subject line
<b>Office hours:</b>	Tuesdays and Thursdays 3:30 – 5:30 and Wednesdays 2:00 – 4:00 or by appointment
<b>Class days/time:</b>	Tuesdays and Thursdays 2:00 – 3:15 PM
<b>Classroom:</b>	BUTTE 325
<b>Prerequisites:</b>	None

**SPRING 2019**

**Course Usage of Blackboard Learn**

Copies of the course syllabus and major assignments may be found on Blackboard Learn. You are responsible for regularly checking the online resources, which is accessed through the portal at <http://portal.csuchico.edu>.

Course announcements will appear announcements.

**Course Description and Goals**

This course will provide an introduction to the religions and cultures of India and the surrounding region known as South Asia. It looks at how this major world civilization has answered the key ethical, philosophical and developmental questions that all humans face and places these in historical and social context. It provides keys to understanding one of the world's great bodies of literature and art, and the figures who were responsible for it. Students will be encouraged to question the ideas and to reflect upon their meaning for the human condition generally.

The main religions that we will examine in this course are **Hinduism, Buddhism, Jainism, Islam and Sikhism**. All of these religions have deeply influenced society at large and each other throughout their evolution over the centuries in India. Students will be exposed to a rich chorus of ideas through films, lectures, and readings including primary texts written by important figures in the development of religion in India. For each religion, students will become acquainted with its doctrinal, philosophical, devotional, ritual and social aspects. Besides religions native to India, the Indian encounter with Islam will be explored and its unique incarnation in that area will be emphasized. We will see how the direction that India and South Asia has taken through time and into the present moment has been deeply influenced by the shape of its religious landscape. Religious ideas have influenced all areas of Indian life, from agricultural techniques to scientific developments, political formations, the role of women and business arrangements.

This course counts towards the minor in Religious Studies and can be used as a gateway towards the major as well (see <http://www.csuchico.edu/corh/>). Students graduating with a major in this and other disciplines in the liberal arts are known for their overall educational preparation, their job flexibility, and their ultimate earning potential, especially when compared to graduates receiving a more narrow, technical, or vocational undergraduate education. Graduation with a minor in Religious Studies provides evidence of open-mindedness, perseverance, inquisitiveness, and the ability to relate to people of other cultures as well as to those who are highly educated themselves.

### **General Education Information**

This course counts as three credits in Lower Division Humanities within the Global Development Pathway and also within the International Studies Pathway of the General Education program. It provides the student with knowledge about the cultural development of a sixth of the world's population, and explores the challenges facing it in the future. It will equip the student to understand social, ethical, environmental and other issues facing South Asia and will place the region firmly within the context of world history and present global systems. It is difficult to fully understand the challenges and opportunities of Global Development without some knowledge of the dynamic area known as South Asia.

The specific General Education Student Learning Outcomes that will be addressed in this course are:

**SLO 2: Written Communication.** Students will develop the ability to communicate effectively in writing in relation to course content. Students will investigate and draw well-reasoned conclusions about issues related to religions of India through the production of three papers totaling at least 3000 words of writing. These papers will be graded for clarity, spelling and grammar as well as content.

**SLO 6: Personal and Social Responsibility.** Students will demonstrate knowledge and skills necessary to take responsibility for their own life and actions through examining the ethical systems that have been used in Indian religions over time. The idea of karma that sees every action as having consequences both for the individual and the world will be explored in depth in this course, and the ways that its interpretations have affected behavior in India will be discussed. In addition, the colonial idea of India as a passive receptor of history rather than an active agent will be discussed through the lens of post-colonial theory. The final exam will have at least one essay question that deals with assessing student's understanding of this topic. Students will also be made aware of ways that they can get involved in helping development projects in India or with the Indian diaspora.

**SLO 10: Global Engagement.** Students will demonstrate knowledge that is crucial for understanding the people and cultures of India, a major global presence, through this course. They will be able to identify the main thinkers, historical events, and philosophical concepts associated with Hinduism, Buddhism, Sikhism and Jainism as well as Islam insofar as they pertain to Islam in India. Students will also demonstrate an understanding of the richness of the cultural tapestry of India. They will come to see that within this one country lie dozens of different languages, ethnic groups and religions. This knowledge will be tested through several multiple choice quizzes that will ensure that students are keeping up with the readings and lectures.

### **Departmental Student Learning Objectives**

- 1. Factual knowledge of History and Personalities:** Students will be able to identify the main thinkers and historical events associated with Hinduism, Buddhism, Sikhism and Jainism as well as Islam insofar as they pertain to Islam in India
- 2. Factual knowledge of Philosophy:** Students will demonstrate knowledge of the main ideas and concepts of Vedic, Medieval and Modern Hinduism, as well as Buddhism in India, Islam in India, Sikhism and Jainism
- 3. Description of Cultural features:** Students will illustrate an understanding of the worldviews associated with Hinduism, Buddhism, Islam, Jainism and Sikhism through the roles myth and ritual play in the life of the adherents.
- 4. Written Communication:** Students will develop the ability to communicate effectively in writing in relation to course content.

**5. Intersection of religion, ethnicity and culture:** Students will demonstrate an understanding of how rich the cultural tapestry of India is. They will come to see that within this one country lie dozens of different languages, ethnic groups and religions.

### **Required Texts/Readings (available at AS Wildcat Store )**

There are texts for this course available at the Wildcat store in BMU. The rest of the readings will be available online through the course Blackboard Learn Website.

Clothey, Fred. 2006. *Religion in India: A Historical Introduction*. New York: Routledge.  
Rahula, Walpola. 1974. *What the Buddha Taught*. New York: Grove Press.

### **Library Liaison**

George Thompson, [ghthompson@csuchico.edu](mailto:ghthompson@csuchico.edu), 898-6603, MLIB 305

### **Classroom Protocol**

Lecture and discussion. You will be asked to express and support your own views in class discussions. If I find that you are not participating to the extent that I expect, I will call on you directly. (You will not be allowed to hide in the back of the room.)

(1) Keep up with all reading assignments (even the ones that you do not understand); (2) complete and save all homework assignments to disk; (3) keep detailed lecture notes; (4) correct all homework assignments from your notes; (5) read through your lecture notes at least three times a week; (6) be certain that you could explain all the points made in the lectures if asked; (7) be able to relate the lectures back to the readings; (8) even if not asked directly, make sure you can answer every question asked by the instructor in class; (9) ask question in class on anything you do not understand, or see the instructor at his office hours; (10) do not miss class, even if it means walking in late (even the people who are in class will not understand everything, if you are not here, you will be lost); (11) form a study group for the mid-terms and final; (12) get someone's telephone number in case you miss a class and need to get an assignment or notes.

### **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found <http://www.csuchico.edu/catalog/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

## Assignments and Grading Policy

### There is a total of 1000 Points

- 6x40** Six quizzes worth 40 each will be given throughout the semester aimed at ensuring that you do the readings and pay attention in class.
- 200** A final exam will cover everything that we have learned in the course.
- 2x150** Two 4-page (1200 word) papers on topics to be posted online. They are worth 150 each. **Note:** Originality, clarity of thought, lack of grammatical and spelling errors, and proper citations are important parts of the work, where relevant. Any plagiarism will result in an F and possible disciplinary action. Late papers will lose a point for every 24-hours it is overdue. That means an A paper would get an A- after 24 hours, a B+ after 48, a B after 72, etc...
- You may Choose to do any TWO of these THREE papers:

**PAPER ONE DUE FEB 26**

**PAPER TWO DUE APRIL 9**

**PAPER THREE DUE MAY 7**

- 120** Class participation: This includes attending class regularly, paying attention, making comments in class and online (I would rather you say something that is not quite correct than say nothing at all). It is also expected that you will come to class having done the readings and thought about them. Please don't feel shy about asking any questions that you have – that's what the instructor is there for.
- 60** You will be required to attend three events related to this course during the semester. These can include a visit to a place of worship, a movie about the religions we have studied, a Yoga or meditation class, a play, music or other event that you discuss with the instructor. Please write a two-page report about your experiences explaining how they relate to this course. Was what you saw similar or different from what you expected based on your readings and the lectures? Think about the meaning behind what you witnessed and write this down. You may report equally on all four events or devote the bulk of the two pages to one of the events, but please at least include a brief summary of each of the events. **DUE MAY 9**
- 80** An in-class oral presentation on one of the assigned readings.

The final Grade calculations are as follows:

A > 920 points  
A- 900-919  
B+ 870-899  
B 830- 869  
B- 800 - 829  
C+ 770– 799

C 730 – 769  
C- 700 – 729  
D+ 650– 699  
D 600 - 649  
F < 600

## RELS 212 Course Schedule

(Note: subject to change with fair notice.)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 22	<p><b>Introduction:</b> What is India and South Asia? What can we define as religion and how can we study it?</p> <p><b>NOTE all Readings will be posted online EXCEPT where it says [Print]. You will not have to follow the Web Links from this syllabus, rather go online to Learn. Everything is laid out there very clearly.</b></p> <p><b>Readings:</b> Clothey Chapter 1 “<i>On Wearing Good Lenses</i>” [print]</p>
1	Jan 24	<b>NO CLASS</b> Watch Movie: 330 Million Gods
2	Jan 29	<p><b>Indus Valley, Vedic Religion and the Caste System:</b> We will look at the earliest signs of civilization in India from the Indus Valley, and then at the sacrificial religion of the Aryan people of North India that developed over the centuries into what we now call Hinduism. Their sacred texts, called the <i>Vedas</i>, speak of numerous powerful gods of such things as fire, fertility and the sky, and say that the universe was created through a great sacrifice.</p> <p><b>Readings:</b> Clothey Chapter 2 “<i>Sources of Indian Religion</i>” [Print] <i>Selections from the Vedas:</i> Agni: <a href="http://www.sacred-texts.com/hin/rigveda/rv01001.htm">http://www.sacred-texts.com/hin/rigveda/rv01001.htm</a> Indra: <a href="http://www.sacred-texts.com/hin/rigveda/rv01004.htm">http://www.sacred-texts.com/hin/rigveda/rv01004.htm</a> Varuna: <a href="http://www.sacred-texts.com/hin/rigveda/rv01025.htm">http://www.sacred-texts.com/hin/rigveda/rv01025.htm</a> Soma: <a href="http://www.sacred-texts.com/hin/rigveda/rv01091.htm">http://www.sacred-texts.com/hin/rigveda/rv01091.htm</a></p>
2	Jan 31	<p><b>The Social Order and the Caste System:</b> Vedic society consisted of a strictly ordered hierarchy of hereditary groups called castes. The brahmins (priests), were at the top, followed by the kshatriyas (warriors) the vaishyas (merchants and agriculturalists) and the shudras (servants). The outcastes or untouchables did not develop until later. Each group had its place in society, which was viewed as a mirror of the cosmos.</p> <p><b>Readings:</b> <i>Basham: Society: Class, Family and Individual</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	Feb. 5	<p><b>The Upanishads and Heterodoxies:</b> The Upanishads from about 500 B.C. introduced a new, mystical interpretation of the Vedas. They suggest that penance, meditation and wisdom are more important to one's spiritual development than ritualized sacrifices. They focus on the ultimate unity of the soul with the divine, called Brahman. Dissenting religions like Jainism and Buddhism emerged in response to these ideas as well in the early Urban period of India.</p> <p><b>Readings:</b> <i>Clothey Chapter 3 "The Early Urban Period" [Print]</i></p> <p><i>Selections from the Upanishads:</i> <a href="http://www.sacred-texts.com/hin/sbe15/sbe15016.htm">http://www.sacred-texts.com/hin/sbe15/sbe15016.htm</a></p> <p><i>Kena Upanishad</i> <a href="http://www.san.beck.org/Upan1-Kena.html">http://www.san.beck.org/Upan1-Kena.html</a></p>
3	Feb. 7	<p><b>QUIZ ONE</b></p> <p><b>Kingship, Devotionalism and the Epics:</b></p> <p>Epic tales such as the Ramayana and the Mahabharata that narrate the acts of gods and men in the distant past became very popular. They contain myths and legends, as well as philosophy and models of how to lead a good and proper life. The Ramayana in particular is popular in much of Asia outside of India.</p> <p><b>Readings:</b> <i>Clothey Chapter 4 "The Urban Period" [Print]</i></p> <p><i>Selections from the Epics</i></p>
4	Feb 12	<p><b>Bhakti:</b> The path of devotion developed into a very popular way of worshipping and even uniting with one's chosen god, usually Vishnu or Shiva, without requiring a deep understanding of complex philosophy. Gods are often worshipped in various temple-based rituals.</p> <p><b>Readings:</b> <i>Clothey pp. 87-106 [Print]</i></p> <p><i>Overview of Bhakti:</i></p> <p><a href="http://chnm.gmu.edu/wwh/modules/lesson1/lesson1.php?s=0">http://chnm.gmu.edu/wwh/modules/lesson1/lesson1.php?s=0</a></p> <p><i>Female Bhakti</i></p>
4	Feb. 14	<p><b>Temples, Goddesses and Tantra:</b></p> <p>In the medieval period great temples were built to gods mentioned in the Puranas. Goddesses also achieved prominence and the mystical union of male and female energies in Tantra became an important</p>

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		<p>part of many Hindu systems.</p> <p><b>Readings:</b> <i>Clothey pp. 107-121 [Print]</i>  <i>Feurstein: <a href="http://santosh.com/moksha/tantrism1.html">http://santosh.com/moksha/tantrism1.html</a></i></p>
5	Feb 19	<p><b>QUIZ TWO</b></p> <p><b>Life of the Buddha:</b></p> <p>The encounter of a pampered prince with the harsh realities of disease and death that caused him to abandon worldly attainments and to seek enlightenment will be explored.</p> <p><b>Readings:</b> <i>Rahula Chapter 2 “The First Noble Truth” [Print]</i>  <i>AND Primary texts in Rahula pp. 91-97 [Print]</i></p>
5	Feb. 21	<p><b>The Four Noble Truths:</b> The Buddha taught 1) that life is full of suffering, 2) that this suffering arises due to desire 3) that getting rid of desire will get rid of the suffering 4) that there is an eight-step path to freedom from desires and suffering.</p> <p><b>Readings:</b> <i>Rahula Chapter 3 “The Second Noble Truth” and Chapter 4 “The Third Noble Truth” [Print]</i></p>
6	Feb 26	<p><b>PAPER ONE DUE</b></p> <p><b>Karma and Nirvana:</b></p> <p>The Buddha taught that there is a continuous cycle of rebirth that is connected to our good and bad actions. The consequences of these actions are called Karma. The cessation of our production of Karma and the quenching of our desires leads to the bliss of Nirvana.</p> <p><b>Readings:</b> <i>Rahula Chapter 5 “The Fourth Noble Truth” [Print]</i>  <i>Nirvana</i>  <i>Dependent Arising</i>  <i>Karma</i></p>
6	Feb 28	<p><b>Monks, Nuns and Meditation:</b> The Buddhist ideal was to live a simple, disciplined life as a monk or nun. The cessation of desires and nirvana could best be reached by these people through meditation on impermanence.</p> <p><b>Readings:</b>  <a href="http://www.buddhanet.net/e-learning/buddhistworld/education.htm">http://www.buddhanet.net/e-learning/buddhistworld/education.htm</a>  <a href="http://www.buddhanet.net/e-learning/buddhistworld/layguide.htm">http://www.buddhanet.net/e-learning/buddhistworld/layguide.htm</a></p>

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		<p><i>Ordination of Women</i></p> <p><i>Rahula Chapter 7 “Meditation” [Print]</i></p> <p><i>AND “Foundations of Mindfulness in Rahula 109-119</i></p>
7	Mar 5	<p><b>QUIZ THREE</b></p> <p><b>King Ashoka:</b></p> <p>This king consolidated most of what is modern day India into a great empire and used Buddhist principles to rule in a just and merciful manner. He is the paradigm for future righteous Kings in India.</p> <p><b>Readings:</b> <i>Kulke: Ashoka</i></p>
7	Mar 7	<p><b>Mahayana Buddhism:</b></p> <p>Developments in Buddhism made it more accessible by introducing a holy being called a Bodhisattva who could help people in the difficult task of reaching Nirvana. This led to a split from the orthodox schools that believed each person was solely responsible for their own spiritual welfare. The new school emphasized the wisdom garnered from realizing that everything is in fact empty.</p> <p><b>Readings:</b></p> <p><i>Introduction to Mahayana : <a href="http://buddhanet.net/e-learning/buddhistworld/maha2.htm">http://buddhanet.net/e-learning/buddhistworld/maha2.htm</a></i></p> <p><i>Mahayana Buddhism Readings</i></p> <p><i>Mahayana Wisdom Literature and the Heart Sutra</i></p>
8	Mar 12	<p><b>NO CLASS: Watch Movie ONLINE about The Buddha ( you can find the link in Blackboard Learn)</b></p>
8	March 14	<p><b>NO CLASS: Watch Movie ONLINE about Gandhi ( find link in Blackboard)</b></p>
9	Mar 26	<p><b>Jainism:</b> The founder of this religion was a contemporary of the Buddha who believed that all things, including plants and animals, have a soul. He thus taught that one should always be vigilant about injuring anything, that one should be a strict vegetarian and respect</p>

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		<p>all things. There are still some Jain communities in India and abroad today.</p> <p><b>Readings:</b> <i>BBC Jainism Links</i></p>
9	Mar 28	<p><b>Indianization in South East Asia:</b></p> <p>Hindu and in particular Buddhist ideas and ideals of kingship and social organization spread over the last fifteen hundred years from India to many of the countries of Southeast Asia such as Thailand, Burma, and Cambodia.</p> <p><b>Readings:</b> <i>Swearer “The Buddhist World of Southeast Asia”</i> <i>Clothey pp. 224-228 [Print]</i></p>
10	April 2	<p><b>QUIZ FOUR</b></p> <p><b>Islam:</b> The basics of this religion will be explored</p> <p><b>Readings:</b> <i>BBC Islam Links</i></p>
10	April 4	<p><b>Islam in India</b></p> <p>The coming of Islam to India and its influence on Indian culture will be explored along with its strong Sufi character. The Mughal empire will also be introduced.</p> <p><i>Clothey Chapter 6 “The Coming of Islam” [Print]</i></p> <p><i>Kadri Deoband</i></p>
11	April 9	<p><b>PAPER TWO DUE</b></p> <p><b>Sufism</b></p> <p>This mystical and experiential form of Islam was very popular in South Asia and mixed with local Hindu traditions.</p> <p><b>Readings:</b></p> <p><a href="http://sufism.org/lineage/sufism">http://sufism.org/lineage/sufism</a></p> <p><a href="http://sufism.org/lineage/mevlevi">http://sufism.org/lineage/mevlevi</a></p> <p><a href="http://en.wikipedia.org/wiki/Chishti_Order">http://en.wikipedia.org/wiki/Chishti_Order</a></p> <p><a href="http://www.chishti.org/ideology.htm">http://www.chishti.org/ideology.htm</a></p> <p><b>Watch Videos:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Sufism in Pakistan:  <a href="http://www.youtube.com/watch?v=16uq0P-M2e8">http://www.youtube.com/watch?v=16uq0P-M2e8</a></p> <p>Sufism Introduction:  <a href="http://www.youtube.com/watch?v=S-DLRUWa1U">http://www.youtube.com/watch?v=S-DLRUWa1U</a></p> <p>Sufi Trance Dancing in Pakistan:  <a href="http://www.youtube.com/watch?v=oveIL43ZAjg">http://www.youtube.com/watch?v=oveIL43ZAjg</a></p>
11	April 11	<p><b>Later Developments and Sikhism:</b></p> <p>This religion arose in the fifteenth century as an attempt to combine the best features of Hinduism and Islam. It has a strong relation to the Bhakti ethos, but only recognizes the existence of one God who is in all places at all times, but is never incarnated in the physical world.</p> <p><b>Readings:</b> <i>Clothey Chapter 7 “Developments in the Late Medieval Period” [Print]</i></p> <p><i>BBC Sikhism Links:</i></p> <p><a href="http://www.bbc.co.uk/religion/religions/sikhism/ataglance/glance.shtml">http://www.bbc.co.uk/religion/religions/sikhism/ataglance/glance.shtml</a>  <a href="http://www.bbc.co.uk/religion/religions/sikhism/beliefs/beliefs.shtml">http://www.bbc.co.uk/religion/religions/sikhism/beliefs/beliefs.shtml</a>  <a href="http://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml">http://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml</a>  <a href="http://www.bbc.co.uk/religion/religions/sikhism/history/history_1.shtml">http://www.bbc.co.uk/religion/religions/sikhism/history/history_1.shtml</a></p>
12	April 16	<p><b>QUIZ FIVE</b></p> <p><b>Hinduism in the Modern World:</b></p> <p>The very term “Hinduism” is not native to India but was coined by westerners. The encounter with British colonial power and Christianity forced Hindus to look at their beliefs and practices in a new light, and many reformers emerged. On the other hand, Hindu ideas have also become very influential in the west through the efforts of various <i>gurus</i>.</p> <p><b>Readings:</b></p> <p><i>Clothey pp. 171-192 [Print]</i></p> <p><i>Modern Hinduism</i></p> <p><i>Clothey Chapter 9 “Religion in Contemporary India” [Print]</i></p>
12	April 18	<p><b>Women in India:</b> What role do women play in Indian life? How can their lot be improved? What role do the religions play in their position? We will focus on Hinduism in the first part of the week and Islam in the second part.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Readings:</b></p> <p><a href="http://www.hinduwebsite.com/hinduism/h_women.asp">http://www.hinduwebsite.com/hinduism/h_women.asp</a></p> <p><a href="http://womennewsnetwork.net/2007/11/05/nothing-to-go-back-to-the-fate-of-the-widows-of-vrindavan-india/">http://womennewsnetwork.net/2007/11/05/nothing-to-go-back-to-the-fate-of-the-widows-of-vrindavan-india/</a></p> <p><b>Watch Videos:</b></p> <p><a href="http://www.cnn.com/video/?hpt=hp_bn2#/video/world/2013/01/09/pkg-udas-india-plight-of-women.cnn">http://www.cnn.com/video/?hpt=hp_bn2#/video/world/2013/01/09/pkg-udas-india-plight-of-women.cnn</a></p> <p><a href="http://www.cnn.com/2012/12/19/opinion/india-rape-anger-menon/index.html">http://www.cnn.com/2012/12/19/opinion/india-rape-anger-menon/index.html</a></p>
13	April 23	<p><b>Readings:</b></p> <p><i>Is Islam Misogynistic?</i></p> <p><i>Shaheed_Women in Pakistan</i></p> <p><i>Malala:</i> <a href="http://www.cnn.com/2012/12/24/us/malala-cnn-most-intriguing-2012/index.html?iid=article_sidebar">http://www.cnn.com/2012/12/24/us/malala-cnn-most-intriguing-2012/index.html?iid=article_sidebar</a></p>
13	April 25	<p><b>Islam in Contemporary Pakistan</b></p> <p>Pakistan is officially the homeland for Muslims in South Asia and its constitution guarantees a role for Islam in determining the laws of the state.</p> <p><b>Readings:</b> <i>Kadri “Punishment and Pity”</i></p>
14	April 30	<p><b>QUIZ SIX</b></p> <p><b>Gandhi, Ambedkar, Gaffar Khan</b> We will look at the life and teachings of these three seminal figures in the religions of Hinduism, Buddhism and Islam in modern day India.</p> <p><b>Readings:</b></p> <p>Read all five pages about Gandhi here:</p> <p><a href="http://www.sscnet.ucla.edu/southasia/History/Gandhi/gandhi.html">http://www.sscnet.ucla.edu/southasia/History/Gandhi/gandhi.html</a></p> <p>Abdul Ghaffar Khan:</p> <p><a href="http://www.iloveindia.com/indian-heroes/abdul-ghaffar-khan.html">http://www.iloveindia.com/indian-heroes/abdul-ghaffar-khan.html</a></p> <p>B.R. Ambedkar:</p> <p><a href="http://en.wikipedia.org/wiki/B._R._Ambedkar">http://en.wikipedia.org/wiki/B._R._Ambedkar</a></p>
14	May 2	<p><b>The Politicization of Hinduism and Hindu Fundamentalism:</b> The tendency to reify Hinduism and to oppose it to Islam and other</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>religions gained momentum throughout the twentieth century, culminating in brutal rioting between Hindus and Muslims over religious sites, which` was often manipulated by politicians. We will also explore how the Caste system and ancient systems of land use and ownership affect development</p> <p><b>Readings:</b> <i>Van Der Veer: Religious Nationalism</i></p>
15	May 7	<p><b>PAPER THREE DUE</b></p> <p><b>The Argumentative Indian</b></p> <p>We will read an article that talks about important features of Indian Culture by a Nobel Prize winning economist.</p> <p><b>Readings:</b> <i>Sen; The Argumentative Indian.</i></p>
15	May 9	<p><b>EVENTS REPORT DUE</b></p> <p><b>Rabindranath Tagore: Indian Mystic and Modernizer</b></p> <p>We will read about the first Indian to win a Nobel Prize. What did he stand for, what did he write about? What vision of India did he have?</p> <p><b>Readings:</b> “<i>Modern Magnus</i>” about Tagore:  <a href="http://central.wmrhsd.org/FACULTY_FILES/mmiller/World%20Advanced/Imperialism/modern_magus.pdf">http://central.wmrhsd.org/FACULTY_FILES/mmiller/World%20Advanced/Imperialism/modern_magus.pdf</a></p>
16		Final Exam

## University Policies and Campus Resources

### Academic integrity

Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at:

<http://www.csuchico.edu/sjd/integrity.shtml>

***The policy of the Department of Religious Studies is that anyone found to have blatantly cheated or plagiarized on an assignment will automatically fail the course and be referred to student judicial affairs for further disciplinary action.***

## **Off Campus Resources**

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

### **Student Computing**

Computer labs for student use are available <http://www.csuchico.edu/stcp> located on the 1<sup>st</sup> floor of the Merriam Library Rm 116 and 450, Tehama Hall Rm.131 and the BMU Rm 301. Additional labs that may be available to students in your department/college.

### **Student Services**

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/5.-studentservices.html>.

### **University Writing Center**

The CSU, Chico writing center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the University Writing Center. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center information can be found online at <http://www.csuchico.edu/uwc>.

### **Student Learning Center**

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc/>