



**College of Humanities and Social Sciences  
Department of Religious Studies  
RLST 341 T- 50 17091  
Hindu Traditions  
ONLINE-Asynchronous  
Section 50  
Fall 2023**

**Office Hours:** Mondays 11:30 to 12:30 in person GH 310 and Tuesdays 10 a.m. – 1pm online,  
or email me to schedule an appointment at an alternate time

**Location of virtual Office Hours:** <https://fullerton.zoom.us/j/85191559598>

Link to Join Required Zoom Meetings: <https://fullerton.zoom.us/j/85744344006>

Email: [myeolekar@fullerton.edu](mailto:myeolekar@fullerton.edu); I will respond within 24 hours on weekdays

Phone: (657) 278-4419 [The best way to communicate is through email. I generally respond within a few hours. I may not get the telephone message until next day, but if you want to leave a voice message, please do so. I will respond as quickly as possible.]

**This class is a safe space**

We welcome people of all backgrounds into our classroom community. Our classroom is a safe space for all students—a diverse and inclusive environment where people of any age, gender, sexual orientation, race, ethnicity, origin, citizenship, socio-economic status, religion, nationality, migration status, (dis)ability, linguistic background, and/or political orientation can flourish both as individuals and together. We respect and validate the views and positionalities of others, whether we share them or not.

**GENERAL INFORMATION:** This class is offered via the Internet using CSUF TITANium (Canvas). There are no on-campus meetings. All written assignments, including exams, will be conducted and submitted online. Students need a computer or other device with a high speed Internet connection. Technical specifications and other related information can be found below.

**COURSE POLICIES**

**SOFTWARE FOR STUDENTS**

Did you know you can get FREE and low-cost software for being an active CSUF students? Software downloads and request forms can be found on the [CSUF Student Software website](#).

**COMPUTERS FOR STUDENTS**

Long term laptop rentals are available to currently enrolled students. Information on this program is available at <http://www.fullerton.edu/IT/students/equipment/longtermlaptop.php>

### **SYNCHRONOUS/ASYNCHRONOUS INSTRUCTION**

The majority of the work in this class will be completed asynchronously. We will have four required synchronous meetings. Access to a webcam will be required for these sessions.

### **OFFICE HOURS VIA ZOOM**

The professor is delighted to meet with students during Office Hours because these meetings give the professor the opportunity to get to know students better and to answer any questions a student may have. Professor has scheduled office hours, indicated at the top of this syllabus. The professor schedules all student appointments for safety reasons, to make sure we are best prepared to answer any questions students may have, and to avoid any students having to wait in a line. I recommend that students plan on attending professor office hours for every course, at least once a semester.

To schedule an appointment during office hours, please click on the Calendar on Canvas and search for an available timeslot. If you need to schedule a time outside of these hours, please contact me via email.

Online office hours can be used in the same way as face-to-face hours: to clarify assignments or discuss additional feedback on your work, to chat about what you find interesting about the course material, or for assistance with advising.

### **WEBCAMS/VIDEO ACCESS**

Although we don't need to have access webcams during our zoom meetings, please contact me if you currently don't have access to a webcam and wish to have it. I can submit a request for the laptop loan program. You will need access to the internet to view course videos and submit your work to Canvas. During our four synchronous class meetings, I ask that you consider the following:

- Consider turning on your cameras when participating in class discussions or group activities.
- Add a photo to your profile so that we can "see you" when your camera is off
- Mute your mics when you aren't participating in class discussions.
- Find a private space if possible for class sessions. If you are unable to do so, please use headphones as much of our class content involves sensitive topics and information.

### **WEB REQUIREMENTS**

Since some activities in this class will be conducted online, students must need to:

1. have frequent and dependable internet access with a high speed modem;
2. utilize the latest version of a reliable web browser such as Internet Explorer, Mozilla Firefox, Google Chrome, or Safari;

3. utilize a computer that has anti-virus software installed;
4. utilize Microsoft® Office 2007 (Word and PowerPoint) or later, Adobe Reader 10, QuickTime, and Windows Media;
5. type and electronically submit all assignments through TITANium; and be WEB savvy (know how to search, troubleshoot, and bookmark

### CATALOGUE DESCRIPTION

#### **CPRL 341T Hindu Traditions to 400 B.C.E.**

Hindu thought in its earliest period. Overview of Vedic literature, especially its religious content and the major rituals of the early Veda; philosophical developments in the Upanishads or later Veda; and related sacred writings. One or more sections offered online. Prerequisite: CPRL 110 or completion of G.E. Category of C. 2

**Units:** (3)

### COURSE DESCRIPTION

The course is designed to examine the development of Hindu thought and rituals in its earliest period and its impact on the contemporary Hindu discourse. Our goal will be to understand historical and sociological origins of Hindu traditions through overview of Vedic literature especially its religious content and the major rituals of the early Veda; philosophical developments in the Upanishads or later Veda; and related sacred writings. At the same time, we will also aim to analyze the influence of early Hindu thought and ritual in contemporary period. How do Hindus interpret Vedic literature and rituals? How are the Vedas transmitted today? Are there any adaptations and changes to Vedic rituals and thoughts in light of the changes into social discourse on caste and gender?

### TEXTS:

#### **Books that students need to BUY:**

1. Flood, Gavin, *An Introduction to Hinduism*. New York: Cambridge University Press 2017. ISBN 9780521438780.

#### **Books that are available on Canvas:**

1. Olivelle, Patrick, *Dharmasūtras: The Law Codes of Āpastamba, Gautama, Baudhāyana, and Vasiṣṭha*. Oxford: Oxford University Press, 1999. ISBN 0-19-283882-2.]. This book is available in the Canvas General block as a PDF file.

#### **[ALSO AVAILABLE:**

There is also online at <http://www.sacred-texts.com> a two-volume collection titled *The Sacred Laws of the Āryas*, consisting of Vol. 2 and 14 of *The Sacred Books of the East* series. The translation of the *Dharmasūtras* is a century older but it is

sometime interesting and revealing to compare Olivelle's translation with those of Georg Bühler's. These volumes are located at:

<http://www.sacred-texts.com/hin/sbe02/index.htm>

<https://www.sacred-texts.com/hin/sbe14/index.htm>]

2. Borayin, Larios, *Embodying the Vedas: Traditional Vedic Schools of Contemporary Maharashtra*. Warsaw and Berlin: De Gruyter Open, 2017. ISBN 978-3-11-051731-6 (This book is available online through library. I have pasted links to it in the weekly schedule)
3. Patton, Laurie, ed. *Jewels of authority: women and textual tradition in Hindu India*. Oxford University Press on Demand, 2002. (This book is available online through library. I have pasted links to it in the weekly schedule)
4. Cohen, Signe. *Text and authority in the older Upanishads*. Brill, 2008. (This book is available online through library. I have pasted links to it in the weekly schedule)
5. Olivelle, Patrick, *The early Upanishads: Annotated text and translation*. Oxford University Press, 1998. (This book is available online through library. I have pasted links to it in the weekly schedule)

## NETIQUETTE AND COURSE COMMUNICATION

It is best to reach the professor via e-mail. Please include the **course name and your name** in the subject (i.e. RLST 100, First Name Last Name). Please note that the professor will respond to email once a day in the afternoon. If the professor does not answer your email right away, they will respond within two days (M-F). The professor will not respond to emails during the weekends or holidays. If the professor has not responded within two business days, please resend your email.

E-mail should not be used in lieu of office hours, to send attachments of late papers, to send drafts of papers, to discuss grades, to explain absences, or to ask what a student has missed during an absence. For all email sent to any faculty, instructor, and/or staff, students will address the recipient by name, write in complete sentences, and thank the recipient for their time.

Remember to follow proper e-mail etiquette, including the use of standard spelling and punctuation, a clear and concise subject heading, and both a salutation and closing (e.g., "Dear Professor/Dr. Yeolekar" instead of "Hey" or "Ms."). Please carefully read the following article for more details: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>

I will be sending weekly reminder emails to you all which might contain additional course work such as watching a video, taking a Kahoot quiz, completing a poll etc. This is why, it is important to pay close attention to my weekly emails.

## OTHER GRADING NOTES:

- I will be uploading grading rubrics for all major assignments for this course. Students are expected to take a look at those before they submit their work.
- The average time for grading major assignments (except for the Discussion Board Postings) will be two weeks.
- I will not be responding to each and every discussion board posting. However, I will read them all and respond to select four or five.
- A grade of WU (Unauthorized Withdrawal) will be assigned in cases where students withdraw from the class without following university procedures for a W (Withdrawal). A grade of I (Incomplete) will be given in cases where a compelling emergency or other circumstance prevented completion of course requirements.
- There may be extra credit opportunities offered in this class. Announcements will be made with at least two weeks notice, and arrangements will be made for alternate assignments where warranted.
- Note that Religious Studies majors and minors must earn a grade of C or higher in this course to receive credit in the degree program. Religious Studies majors and minors earning grades of C- or lower must repeat the course.
- Be sure to keep all assignments and exams returned to you, and keep track of the posting of grades on the Titanium, so that any discrepancies can be easily and fairly straightened out.
- Policy on Retention of Student Work: Work is submitted through the Titanium course site and shall be retained on the course website for a reasonable time after the semester is completed.

### **MAKE-UPS**

Make-up exams and full acceptance of any late assignments are strictly limited to cases of verifiable emergency or when prearranged with the instructor. Requests for make-ups must be made within 24 hours of the missed date. Documentation will be required. Also, please note that Incompletes are almost never given by this instructor except in cases of verified emergency.

### **ACADEMIC DISHONESTY**

*"Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced. I expect that you will familiarize yourself with the academic integrity guidelines found in the current student handbook."*

- **Cheating:** "Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means.

Examples of cheating include, but are not limited to, the following: using notes or aides or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor” (UPS 300.021).

- **Plagiarism:** “Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. When sources are used in a paper, acknowledgement of the original author or source must be made through appropriate references and, if directly quoted, quotation marks or indentations must be used” (UPS 300.021). Having another person write your essays or response sheets is plagiarism, as is copying from an external source.
- Plagiarism is a serious issue. It is the student’s responsibility to be clear of the meaning of plagiarism. See the Student Guide to Avoiding Plagiarism and other resources at:  
<http://www.fullerton.edu/deanofstudents/judicial/Academic%20Integrity%20Resources.asp>

**PENALTIES:** (1) *The minimum penalty for academic dishonesty will be a “0” on the assignment without the possibility to re-do the work. In addition, the final course (semester) grade will be no higher than a “C” regardless of the final point total.* (2) *If the dishonesty involves either of the two Exams, or the Final Research Essay, a semester grade of “F” will be assigned.* (3) *In all cases of academic dishonesty, the Dean of Students Office will be notified in order to ensure the incident is recorded as part of your university record.*

#### **REQUIREMENTS:**

1. Syllabus Quiz (Online) 0%

Syllabus quiz will be based on Professor’s orientation video and this syllabus document.

It will be open from Monday Aug 21 (8am) to Friday August 25 (noon)

2. **Four Multiple-Choice Quizzes (Online) 40%**
  - a. **Quiz 1: Week 3 (September 5-8)**
  - b. **Quiz 2: Week 6 (September 25- September 29)**
  - c. **Quiz 3: Week 10 (October 23-27)**
  - d. **Quiz 4: Week 12 (November 6- 10)**

*The quizzes will be taken on Canvas. The quizzes will be located in the blocks containing Weeks 3, 6, 10, and 12.*

3. **Annotated Bibliography 10% (Nov. 10 by noon)**

Students will create annotated bibliography for four peer-reviewed articles about the topic of their choice. Each entry will list the following: Citation of the article in Chicago/MLA citation style, credentials of the author, main argument/point of the chosen article, type of

evidence used by the author, relevance of the article for student's final critical reflection paper.

**4. Final Critical Reflection Paper 25% (Dec. 9 by noon)**

Students will write a five-page, double-spaced final critical reflection paper. There is no prompt for this paper. Students need to get their topics approved by the instructor by posting them in a discussion forum before Oct 15 noon. The purpose of this paper is to critically reflect on the knowledge learnt during the course. Here are sample topics: Concept of self in the Upanishads, Vedic gods, rise of Buddhism and Jainism as a challenge to Vedic religion, practice of Vedic religion in contemporary India, key elements of Vedic ritual.

**5. Discussion Board Postings 20%**

Each student will be required to post a paragraph (~150 words) in response to the prompts/questions listed on the syllabus. Additionally, they will need to respond to at least one classmate (~70 words) after each post.

**6. Zoom Meetings with Instructor 5% (Various)**

During the semester, there will be four opportunities to meet with the instructor via Zoom. Instructor will send out the link for each meeting ahead of time. Students are required to attend at least **TWO** meetings to get the grade. During these meetings, instructor will answer student queries and give an overview of materials for upcoming assignments. Students should communicate with the teacher in writing in the first week of semester if they are unable to attend any of the meetings. Instructor may make alternate arrangements after assessing each student's request.

- a. **Zoom Meeting One (Aug 24) from 6:00pm to 6:30pm**
- b. **Zoom Meeting Two (Sept 21) from 6:00pm to 6:30pm**
- c. **Zoom Meeting Three (Oct 26) from 6:00pm to 6:30pm**
- d. **Zoom Meeting Four (Nov 9) from 6:00pm to 6:30pm**

D) EVALUATION AND GRADING of discussion board postings. (1) SCALE: [0 -6= UNSATISFACTORY/ 7= SATISFACTORY/ 8=ABOVE SATISFACTORY/ 9=EXCELLENT/ 10=OUTSTANDING] (2) Scores on response sheets will be averaged for 20% of your semester grade.

**SHOULD TECHNICAL PROBLEMS ARISE**

If you are not able to access the Canvas Website or cannot upload an assignment, you may send the assignment to my email at [Myeolekar@fullerton.edu](mailto:Myeolekar@fullerton.edu). When you send the file, be sure that it is accompanied with the following information: **your full name, the class that you are enrolled in, and the Assignment number**. Include a short explanation of the problem you encountered when you attempted to upload the file. The Subject of the email must include "Submission of Assignment ...." **Once the problem**

**is solved, you must upload the file onto the Website. This is for purposes of grading.**

According to UPS 300.020, letter grades and their corresponding values are listed as follows:

A+	4.0 (98-100%)
A	4.0 (93-97%)
A-	3.7 (90-92%)
B+	3.3 (88-89%)
B	3.3 (83-87%)
B-	2.7 (80-82%)
C+	2.3 (78-79%)
C	2.0 (73-77%)
C-	1.7 (70-72%)
D+	1.3 (68-69%)
D	1.0 (63-67%)
D-	0.7 (60-62%)
F	0.0 (below 60%)

## **MISSION AND GOALS OF THE DEPARTMENT OF RELIGIOUS STUDIES**

### **A. Mission**

The Religious Studies Department describes, analyzes, and interprets developments, worldviews, and practices of religions in an academic manner. Through research and teaching, we seek to enhance understanding of the ways religion as a global phenomenon impacts different spheres of life. We equip students with the knowledge to become active and engaged citizens working in a variety of careers.

### **B. Goals**

1. Offer classes that explore world's religions in an inclusive environment with a global perspective using relevant High Impact Practices (HIPs);
2. Provide supportive environment for timely graduation through accessible class offerings and effective advisement;
3. Recruit and support high quality and diverse faculty whose research and teaching contribute to an understanding of variety of religious thought, experiences, and impact on contemporary society;
4. Pursue resources to facilitate effective and continuous support for our students, faculty, and department activities.

### **COURSE OBJECTIVES:**



The purpose of the course is to introduce the student to the earliest period (and its contemporary practice) of what is commonly identified as Hinduism in its broadest sense. Classical Hinduism as we know it today derived many of its practices and teachings from this period. Hinduism as both a religion and a way of life are included in the compositions that make up early Hinduism: the Veda and the Vedāṅga (Ancillary texts connected to the Veda) texts: *Dharmasūtras* and *Gṛhyasūtras*.

### **STUDENT OBJECTIVES:**

By the end of the semester, students should be familiar with the following:

1. A working knowledge of the titles and contents of the *Veda* and *Vedāṅga*-s;
2. An introduction to a number of the important passages that have retained their significance in Classical Hinduism;
3. An introduction to the Āryan Invasion Theory: its proponents and opponents;
4. An understanding of a selected number of key concepts and teachings within the *Vedas* and *Dharmasūtras*;
5. The notions of *mokṣa* and *dharma* as encompassing two lifestyles and goals;
6. The impact of Vedic religion on the contemporary Hindu discourse.

### ***In accordance with the Student Learning Goals & Outcomes of the Department of Religious Studies:***

- A. Students possess the ability to perform research and interpret materials related to the study of religion.
- B. Students can effectively communicate in written mediums.
- C. Students have acquired an understanding of the beliefs, rituals, texts, and figures of Hinduism.

### **LEARNING OUTCOMES:**

#### ***In Relation to the Course itself:***

1. A deeper understanding of certain key concepts within the *Veda* and *Vedāṅga*-s;
2. A determination of what literature (primary and secondary) is important in the continued study of early Hinduism;

3. Development of an outlook about sociological, linguistic, and cultural elements in the formation of early Hindu practices.

***In accordance with the Student Learning Goals & Outcomes of the Department of Religious Studies:***

- A. Students can analyze and interpret written materials related to the study of religion, in this case, Hinduism.
- B. Students have acquired information literacy in religious studies and related fields.
- C. Students have the ability to write critical and analytical research essays related to the field of religious studies.

**WHAT GE REQUIREMENT DOES THIS CLASS FULFILL?**

All CSUF students are assigned a “Catalog Year” that determines the requirements for their degree program, including requirements in their major(s) and in General Education. You can find your catalog year on your TDA. For more information please visit

[http://www.fullerton.edu/undergraduate/general\\_education/catalog-rights.php](http://www.fullerton.edu/undergraduate/general_education/catalog-rights.php)

***FOR STUDENTS WITH A CATALOG YEAR OF SPRING 2018 OR EARLIER (E.G. FALL 2017), THIS COURSE FULFILLS THE FOLLOWING GE REQUIREMENT: GE AREA C.3 & Z***

***FOR STUDENTS WITH A CATALOG YEAR OF FALL 2018 OR SPRING 2019, THIS COURSE FULFILLS THE FOLLOWING GE REQUIREMENT: GE AREA C4 & Z.***

**GENERAL EDUCATION**

This course fulfills GE C.3 (Catalog year of Spring 2018 or earlier) or C.4 (Catalog year of Fall 2018 or Spring 2019 and later): “Explorations in the Humanities” *and* GE Z Cultural Diversity. (If you wish to pursue a minor in Religious Studies, you can “double count” this course for GE and the minor – up to nine units of GE courses from one department may be used to meet minor requirements. If you are a major in Religious Studies, this class counts as one course toward your upper division “Development of Non- western Religious Thought” requirement, but cannot count for GE.)

**Learning Goals:**

**General Education Learning Goals applied to this Course (UPS 411.201)** This course fulfills the learning goals of General Education Section C.3, which also includes the goals for area C.2, namely:

- a. Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human

imagination and reason (which are to be primarily—although not exclusively—written texts and literature).

- b. Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures.
- c. Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence.

**The specific goals for C.3.b (Explorations in the Humanities) are as follows:**

- i. Understand broad, unifying themes from cross-disciplinary perspectives in the humanities.
- ii. Understand the relevance of the humanities for the thoughtful consideration of complex contemporary problems.
- iii. Appreciate the complex relationship and interaction between the humanities and other fields of learning, including the natural sciences, social sciences, and arts.

**This course also satisfies GE Category Z, Cultural Diversity. The Goals of this Category are four:**

- 1. Demonstrate understanding that culture is socially constructed and fundamental to social interaction.
- 2. Demonstrate appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture.
- 3. Demonstrate understanding that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
- 4. Recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

**DISABILITY STATEMENT**

If you have a disability or special need for which you are or may be requesting an accommodation, please inform me and contact the Disability Support Services Office, located in University Hall 101, as early as possible in the term. For more information, the

Disability Support Services Office can be reached by calling (657) 278-3117 or visit their website at [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/). Confidentiality will be protected.

**E-MAIL:**

All students are required to have e-mail. You should use the [@csu.fullerton.edu](mailto:@csu.fullerton.edu) address or your own provider. When you create an account on Canvas, you will have to provide your e-mail address so be sure to keep it up to date.

**EMERGENCY INFORMATION**

<http://prepare.fullerton.edu>

**EMERGENCY CALLS DIAL 9-1-1**

All campus phones and cell phones on campus reach the  
University Police Department

Non-emergency Line: 657-278-2515

Campus Operation and Emergency Closure Line:  
(657) 278-4444

**Late Assignments**

One late assignment is allowed in during the semester and will be reduced 10% each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments and forms will be accepted up to one week after the original due date, no more.

Discussion posts will not be accepted late

**POLICY ON RETENTION OF STUDENT WORK**

Work is submitted through the Titanium course site and shall be retained on the course website for a reasonable time after the semester is completed.

**Software for Students**

Did you know you can get FREE and low-cost software for being an active CSUF students? Software downloads and request forms can be found on the [CSUF Student Software website](#).

**SYNCHRONOUS/ASYNCHRONOUS INSTRUCTION**

This is an online course. There is no face-to-face or synchronous instruction. I will upload videos/audios illustrating the content materials from time to time. The best strategy for success in the class would be following: 1) listen to instructor's video and/or any assigned videos; 2) read the assigned readings; 3) take notes; 4) write discussion board posting. Additionally, there are four synchronous meetings during the entire semester. Students MUST attend at least two of them to get the credit.

## **University Learning Center**

The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center will assist students with their academic assignments, general study skills, and computer user needs. The ULC staff work with all students from diverse backgrounds in most undergraduate general education courses including those in science and math; humanities and social sciences; as well as other subjects. They offer one-to-one peer tutoring, online writing review, and many more services. More information can be found on the [University Learning Center website](#).

## **Writing Center**

The Writing Center offers 30-minute, one-on-one peer tutoring sessions and workshops, aimed at providing assistance for all written assignments and student writing concerns. Writing Center services are available to students from all disciplines. Registration and appointment schedules are available at **the** [Writing Center Appointment Scheduling System](#). Walk-in appointments are also available on a first come, first served basis, to students who have registered online. More information can be found at the [Writing Center webpage](#). The Writing Center is located on the first floor of the [Pollak Library](#) their phone number is (657) 278-3650.

## **TENTATIVE SCHEDULE**

\*Instructor may add or remove reading/audio-visual materials as the course progresses. Students are supposed to check all updates in Canvas modules.

### **Week 1: Aug 21-25**

#### **A.**

**Topic:** Introduction to the course: What is religion? What to expect from this course?

**Read:** No reading. Arrange to get textbooks

**Watch:** 1. Welcome/Course Navigation Video by Instructor, Link posted in Canvas

2. Instructor's video about how to be successful in an online class, Link posted in Canvas

**Assignment:**

#### **Discussion Board Posting 1:**

Introduce yourself: who you are, where you are from, fun facts about you, a picture that describes you, your interest in taking this course (~150 words). Additionally, respond to one classmate (~75 words). Post in Canvas on Aug 22 by noon

#### **B.**

**Topic:** Introduction to Hinduism

**Read:** Flood, Pgs: 5-22

**Watch:** Introduction to Indian religions and Hinduism: a video by Instructor, Link posted in Canvas

#### **Assignment: Discussion Board Posting 2:**

What do you know about Hinduism? What are some of your expectations from this class? (~150 words) Additionally, respond to one classmate (~75 words). Post to Canvas on Aug 24 by noon

**\*Syllabus Quiz DUE on Aug 25 by noon**

**\*\*Zoom Meeting One (Aug 24) with Instructor from 6:00pm to 6:30pm**

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**Week 2: Aug 28-Sept 1**

**A.**

**Topic:** On Ways of Being Hindu

**Read:** “*Who Invented Hinduism?*” Lorenzen, pp. 630-659 (Link to the article posted in Canvas)

**Watch:** Watch the following documentary on Youtube: Hinduism: 330 Million Gods (52 min)

<https://www.youtube.com/watch?v=Y7OLjwEg5pQ&t=234s>

**Assignment:** No assignment

**B.**

**Topic:** Central Beliefs and Practices of Hinduism

**Read:** No new reading

**Watch:** Watch Prof. Yeolekar’s video about beliefs and practices of Hinduism, (Link posted in Canvas)

**Assignment:**

**DBP 3:** Discuss two central Hindu beliefs from the two videos you watched this week (~150 words). Additionally, respond to one classmate (~75 words). Post in Canvas on Sept 1 by noon

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**Week 3: Sept 5-8**

**A.**

**Topic:** Harappa or Indus Valley Civilization

**Read:** Flood Pgs: 23-34

**Watch:** 1. Explore <https://www.harappa.com/experts/jonathan-mark-kenoyer>; As you read this passage, be sure to click on the following links in the passage,

- a. [Harappa](#) (Section 1)
- b. [Mohenjo Daro](#) (under "Cities and Context")
- c. [Great Bath of Mohenjo Daro](#) (under "Cities and Context")
- d. [Indus Civilization](#) (under "Cities and Context")
- e. [Harappa](#) (under "Cities and Context")
- f. [Charles Masson](#) (under "Meluhha")

2. The Story of India: Part 1: “Harappā”

(7min) <https://www.youtube.com/watch?v=ALfUOfxfSos>

**Assignment:**

**DBP 4:**

Discuss two main ideas about religion of Indus Valley Civilization (~150 words). Additionally, respond to one classmate (~75 words). Post in Canvas on Sept 6 by noon.

**B.**

### **Indus Valley Civilization**

**Read:** 1) Possehl, Gregory L., "A Short History of Archeological Discovery at Harappa" (Link posted in Canvas)

2) Dhyansky, Yan Y. "The Indus Valley Origin of a Yoga Practice" (Link posted in Canvas)

**Watch:** 1) The Story of India: Part 2: Mohenjodaro (5:57min)

<https://www.youtube.com/watch?v=cRNggJJjTh8I>

2) The Story of India: Part 3 (9:12min) <https://www.youtube.com/watch?v=hYcQwNJ8q9w>

**Assignment: Quiz ONE:** Available online from Tuesday (Sept. 5) to Friday (Sept.8) from 8am to 11:59 pm

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**Week 4: Sept 11-15**

**A.**

**Topic:** The Āryans

**Read:** 1) Savarkar V.D. "Essentials of Hindutva" (Link posted in Canvas)

**Watch:** "The Story of India: Part 4 (9:52min)

<https://www.youtube.com/watch?v=FN7EZZQbYxw>

**Assignment:** No additional assignment

**B.**

**Topic:** The Āryans

**Read:** Thapar Romila "The Theory of Aryan Race and India: History and Politics" (Link posted in Canvas)

**Watch:** Read Prof. Yeolekar's notes about Indus Valley Civilization (this is to give you an example of note-taking for this class)

**Assignment:**

**DBP 5:**

What is Romila Thapar's main argument about Aryan race theory? (~150 words)

Additionally, respond to one classmate (~75 words). Post in Canvas on Sept 15 by noon

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**Week 5: Sept 18-22**

**A.**

**Topic:** Veda

**Read:** Prof. Yeolekar's notes on Vedic religion (this is to give you an example of note-taking for this class) (Link posted in Canvas)

**Watch:** The Story of India: Part 5 (9:15min) <https://www.youtube.com/watch?v=v3P6fiycTig>

(Link posted in Canvas)

**Assignment:**

**DBP 6:**

How are Vedic texts different from scriptures in other religions? What are the main topics of conversation in each of the Vedas? (~150 words) Additionally, respond to one classmate (~75 words). Post in Canvas on Sept 20 by noon

**B.**

**Topic:** Vedic Religion

**Read:** Flood, pgs. 34-50

**Watch:** Watch Prof. Yeolekar's lecture about Vedic religion (Link posted in Canvas)

**Assignment:**

**DBP 7:**

What were the main deities in the Vedic religion? How can you characterize Vedic gods? (~150 words). Additionally, respond to one classmate (~75 words). Post in Canvas on Sept 22 by noon

**\*\*Zoom Meeting TWO with Instructor (Sept 21) from 6:00pm to 6:30pm**

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**Week 6: Sept 25-Sept 29**

**A.**

**Topic:** Vedic religion in contemporary India

**Read:** Borayin, 19-30 and Borayin, 37-56

(<https://www.degruyter.com/document/doi/10.1515/9783110517323/html>) Available through Pollak Library

**Watch:** The Altar of Fire by Frits Staal (45 min)

<https://www.youtube.com/watch?v=RYvkYk7GvJ0>

**Assignment:**

**DBP 8:** Based on Frits Staal's video on Agnicayana and your readings, how would you introduce Vedic religion to a friend who knows nothing about it? (~150 words) Additionally, respond to one classmate (~75 words). Post in Canvas on Sept 27 by noon

**B.**

**Topic:** Vedic Schools in contemporary India

**Read:** Borayin, pp. 64-85

(<https://www.degruyter.com/document/doi/10.1515/9783110517323/html>) Available through Pollak Library

**Watch:** Krushna Yajurved Pathshala Satara (23 min)

<https://www.youtube.com/watch?v=5FxYydNlrFk>

**Assignment:**



1) **DBP 9:**

What is the legacy of Vedic religion today? Share your key observations from the Krushna Yajurveda pathashala video and Borayin's research (~150 words). Additionally, respond to one classmate (~75 words). Post in Canvas on Sept 29 by noon

2) **Quiz Two** Available online from Monday (Sept. 25) to Friday (Sept 29) from 8am to 11:59 pm

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**Week 7 Oct 2-6**

**A.**

**Topic:** Curriculum and pedagogy in contemporary Vedic schools

**Read:** Borayin, pp. 85-110,

(<https://www.degruyter.com/document/doi/10.1515/9783110517323/html>) Available through Pollak Library

**Watch:** No additional video

**Assignment:**

**DBP 10:** What are some of your pertinent observations about contemporary practice of learning the Vedas from the readings? How would you compare your observations from this reading (which relates to contemporary practice of Vedic religion) with your earlier readings about Vedic religion? (~150 words). Additionally, respond to one classmate (~75 words). Post in Canvas on Oct 4)

**B.**

**Topic:** Life in Vedic schools

**Read:** Borayin, pp. 130-152,

(<https://www.degruyter.com/document/doi/10.1515/9783110517323/html>) Available through Pollak Library

**Watch:** A day in the Life of a GuruKula Boy (13 min)

<https://www.youtube.com/watch?v=10Ck-5jYJ7A>

**Assignment:**

**DBP 11:**

What is the concept of Vedic pathshala? What is daily schedule in the life of a student in Vedic pathshala? (~150 words) Additionally, respond to one classmate (~75 words). Post in Canvas on Oct 6 by noon

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**Week 8: Oct 9-13**

**A.**

**Topic:** Challenges and changes in Vedic Tradition

**Read:** Borayin, pp.158-198,

(<https://www.degruyter.com/document/doi/10.1515/9783110517323/html>) Available through Pollak Library

Watch: <https://www.agnihotra.org/2015/03/29/how-to-perform-agnihota-instructions/>  
Browse through the above website and analyze how Vedic religion is being practiced in contemporary India. Make notes about revival of Vedic tradition and try to think about reasons for such revival.

**Assignment:**

**DBP 12:**

One comes across revival of Vedic practices in some sects of Hinduism today. The justifications for performing the fire sacrifice are quite different from the ones you read in your textbook. How would you describe this new religious discourse on Vedic tradition in your own words. (~150 words) Additionally, respond to one classmate (~75 words). Post in Canvas on Oct 12 by noon

**B.**

**Topic:** Challenges and changes in Vedic Tradition: Women priests

**Read:**

1. News article:  
<https://timesofindia.indiatimes.com/life-style/spotlight/dia-mirza-wedding-puts-the-spotlight-on-women-priests/articleshow/81091593.cms>.
2. Patton, "Can Women Be Priests? Brief Notes Toward an Argument From the Ancient Hindu World." *Journal of Hindu-Christian Studies* 18, no. 1 (2005): 7 (Link posted in Canvas)

**Watch:** Pune embraces female Hindu priests (1:41min)

<https://www.youtube.com/watch?v=nQmEMnD3dfY>

**Assignment:**

1. **DBP 13:**

Describe the participation of contemporary women in the practice of Vedic religion in your own words (~150 words). Additionally, respond to one classmate (~75 words). Post in Canvas on Oct 14 by noon

2. Post topics for final paper to the discussion board on Oct 14 by noon

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**Week 9 Oct 16-20**

**A.**

**Topic:** An introduction to the Other-Worldly side of Brāhmanism

**Read:**1) Brereton, "Edifying Puzzlement: R̥gveda 10.129 and the Uses of Enigma" (Link to the article posted in Canvas.)

2) Flood, pgs 51-74

**Watch:** None

**Assignment:**

**DBP 14:** Summarize two key ideas from Brereton's articles in your own words (~150 words.) Additionally, respond to one classmate (~75 words). Post in Canvas on Oct 18 by noon

**B. Topic:** Upanishads

**Read:** Olivelle, *The early Upaniṣads: Annotated texts and*, pp. 3-24 Online book *The Early Upanishads: Annotated Text and Translation* available through Pollak library

<https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=272892>

(Link to the article posted in Canvas.)

**Watch:** I # Ep 1 - Upanishads - The Essence of Vedic Philosophy

<https://www.youtube.com/watch?v=HmTYhLnVdQ8>

**Assignment:**

**DBP 15:**

What was the origin of the Upanishads? Who was the intended audience for these texts?

(~150 words) Additionally, respond to one classmate (~75 words). Post in Canvas on Oct 20 by noon

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**Week 10 Oct 23-27**

**A. Topic:** *Upaniṣads*

**Read:** 1) Flood, pg 51-74

2) Luyster, “The Concept of the Self in the Upaniṣads” (Link to the article posted in Canvas.)

**Watch:** None

**Assignment:**

1. **DBP 16:**

Summarize the concept of self in the Upanishads in your own words. How can the self get liberated from the cycle of birth and death (Samsara)? (~150 words). Additionally, respond to one classmate (~75 words). Post in Canvas on Oct 25 by noon

2. **Assignment: Quiz Three** Available online from Monday (Oct.23) to Friday (Oct. 27) from 8am to 11:59 pm

**B.**

**Topic:** Key Philosophical concepts from the Upaniṣads

**Read:** Buitenen, “Dharma and Mokṣa” (Link to the article posted in Canvas.)

**Watch:** Hinduism Introduction: Core ideas of Brahman, Atman, Samsara, and Moksha (10min)

<https://www.youtube.com/watch?v=WhTpJxlJi2I>

**Assignment:**

1) **DBP 17:**

Summarize the idea of Dharma in your words. Why is dharma context-sensitive? (~150 words). Additionally, respond of one classmate (~75 words). Post in Canvas on Oct 27 by noon.

2) **Assignment: Zoom Meeting Three with Instructor (Oct 26) from 6:00pm to 6:30pm**

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**Week 11: Oct 30- Nov 3****A.****Topic:** Themes in the *Upaniṣads***Read:** *Brhadāranyaka Upaniṣad*, pp.29-32, 37, 45, 47, 49,51, 75,77,79,81,83 Online book *The Early Upanishads: Annotated Text and Translation* available through Pollak library<https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=272892>**Watch:** Understanding the Upanishads with Debashish Banerji (43:42min)<https://www.youtube.com/watch?v=RzpfxuqLo-I>**Assignment:****DBP 18:** What is the theory of creation as described in the *Brhadāranyaka Upaniṣad*? (~150 words) Additionally, respond to one classmate (~75 words). Post in Canvas on Nov 1 by noon**B.****Topic:** Themes in the *Upaniṣads***Read:** 1) The *Kaṭha Upaniṣad*: Cohen, pp.193-213 Online book *Text and Authority in the Older Upaniṣads* through Pollak library<https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=682274>2) Olivelle, *Upaniṣads, Kena Upaniṣad* pp. 363-372 Online book *The Early Upanishads: Annotated Text and Translation* available through Pollak library<https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=272892>**Watch:** No additional videos**Assignment:** No additional assignment

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**Week 12: Nov 6-10****A. Topic:** Themes in the Veda and Varna**Read:**1) The *Chandogya Upaniṣad*, Cohen, pp. 101-133 Online book through Pollak library<https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=682274>2) The Puruṣa Hymn (*Rgveda* X.90): The ritual basis for the Social Classes. (Link to the article posted in Canvas)**Watch:** *Purush Sukta* Chant (7:43min)<https://www.youtube.com/watch?v=U-NHJffUIIo&list=PL2C1E39FB343CAF83>**Assignment:****Quiz Four** Available online from Monday (Nov 6) to Friday (Nov 10) from 8am to 11:59 pm**B.****Topic:** Gender in Vedic and Upanisadic World

**Read:** Patton, pp. 51-69 Online book through Pollak library

<https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=431186>

**Watch:** No additional videos

**Assignment:**

- 1) **DBP 19:** What was the role of women in the Vedic period? Earlier in the semester, we read about women priests in Maharashtra. How do you connect what you learned about women priests in Maharashtra to two articles that you read about gender in Vedic period? (~150 words) Additionally, respond to one classmate (~75 words). Post in Canvas on Nov 10 by noon
- 2) Annotated Bibliography due on Friday, Nov. 10 by noon.
- 3) **Zoom Meeting Four with Instructor (Nov 9) from 6:00pm to 6:30pm**

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### **Week 13: Nov 13-17**

#### **A. Topic: Formation of social classes**

**Read:** *Dharmasūtras*:

- 1) [Baudhāyana II.1.2, 1-45](#) (Loss of Social Class) Olivelle, *Dharmasūtras*, pp. 168-171. (Link posted in Canvas)
- 2) [Vasistha V](#) (Women) (Link posted in Canvas)
- 3) Olivelle, *Dharmasūtras*, pp. 264-265 (Link posted in Canvas)

**Watch:** Hinduism and the History of Dharmasastra (Watch from 49min to 2:08)

<https://www.youtube.com/watch?v=6Ab5IY0TwTo>

#### **B.**

**Topic:** Loss of social classes

**Read:** 1) Āpastamba [2.10.27.14-20](#) – [2.2.28](#) (Crime & Punishment) Olivelle, *Dharmasūtras*, pp.71-72

(Link posted in Canvas)

2) [Gautama IV](#) (Marriage) Olivelle, *Dharmasūtras*. Pp.84-86

(Link posted in Canvas)

**Watch:** No additional video

**Assignment:**

None

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### **Week 14: Fall Recess**

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### **Week 15: Nov 27-Dec 1**

#### **A.**

**Topic:** Ashramas

**Read:** 1) Āśrama-dharma: The Life-Stages “The Upaniṣads: Their Number, Their Esoteric Quality, and Their Translations.” (Link posted in Canvas)

2) *Dharmasūtras*

*Āpastamba* [2.1.1](#) – [2.14.8](#) Olivelle, *Dharmasūtras*, pp. 43-58, (Link posted in Canvas)

*Gautama* [1-5](#) – [6.25](#) Olivelle, *Dharmasūtras*, pp. 78-89, (Link posted in Canvas)

**Watch:** No additional videos

**Assignment:** None

**B.**

**Topic:** Ashramas

**Read:** 1) Baudhāyana [1.2.3.1](#) – [1.5.10.19](#); [2.2.3](#) – [2.5.8.13](#); [2.6.11](#) – [3.10.18](#) Olivelle, *Dharmasūtras*, pp. 135-147, 171-172, 191-226 (Link posted in Canvas)

2) Vasiṣṭha [7.1](#) – 13.61 Olivelle, *Dharmasūtras*, pp. 269-285 (Link posted in Canvas)

**Assignment:**

Send drafts of critical reflection papers to instructor on Nov 29 by noon (Optional)

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**Week 16: Dec 4-8**

**A.**

**Topic:** Overview of key ideas

**Read:** Borayin, 203-207 (Available through Pollak Library)

<https://ebookcentral.proquest.com/lib/fullerton/reader.action?docID=682274>

**Watch:** No additional video

**Assignment:** No additional assignment

**B. Conclusion**

**Read:** No additional reading

**Watch:** Prof. Yeolekar’s video on concluding remarks about Hinduism through 400 BCE (Link posted in Canvas)

**Assignment:**

1) **DBP 20:** What were your key takeaways about Hinduism through 400 BCE from this course? (~150 words). Additionally, please respond to your classmate (~75 words). Post in Canvas on Dec 8 by noon.

2) Critical Reflection Papers are due on Dec 09 by noon

## **Classroom Emergency Preparedness Guide**

Information provided by the University Police Emergency Management Coordinator

**Emergency Preparedness for: Asian Religions RLST 270 T- 50 21233**

### **ON THE FIRST DAY OF EVERY SEMESTER:**

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

### **EMERGENCY COMMUNICATION**

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

### **EVACUATIONS – DRILLS OR REAL**

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

### **Earthquake**

As soon as you feel shaking, **DROP, COVER and HOLD ON**: Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

### **Fire**

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

### **Shelter in Place or Dangerous Situation**

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.

- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

**WHEN YOU NEED HELP IMMEDIATELY OR TO REPORT A DANGEROUS SITUATION, CALL 911.**

University Police non-emergency line: (657) 278-2515

**FOR MORE INFORMATION**

Ask your instructor, o