

## Women and Goddesses of India

(Rel 333: 3 CR. HUM/GA).

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Mahadevi, the Great Goddess, ca. 1725. India (Rajasthan, Bikaner). Metropolitan Museum of Art. **Accession Number:** 1996.100.2.

### Course Description:

This course examines the complex relationships between the power and importance of goddesses in Hindu religious traditions and the lives of women today both inside and outside India.

This is a complicated, challenging, and deeply rewarding undertaking. We will encounter examples in which reality is at its deepest level a form of the goddess, examples that clearly repress female power, and everything in between. As we proceed on this journey, a broader question will come into play: what implications does the importance of goddess worship in Hindu religious traditions have for how we live our lives in Wisconsin?

## You will leave this class able to begin to answer these “big questions”:

How does religion connect to the oppression and empowerment of women? Does goddess worship empower women?

### *You will fulfill the following learning outcomes:*

- **GEP Humanities 1:** Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
- **GEP Humanities 2:** Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one’s own.
- **GEP Global Awareness 1:** Identify and explain various components of a culture that is distinct from those found within the United States.
- **GEP Global Awareness 2:** Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.
- **RELIGIOUS STUDIES:** Demonstrate the ability to interpret, describe, and compare religious phenomena as they intersect with diverse historical, social, and cultural contexts.

### *Achievement of these learning outcomes will be assessed through the following:*

**Canvas quizzes and graded discussion forums** that assess your knowledge of specific terms and information from a given week. (GEP Global Awareness 1 and 2, Religious Studies)

**Class polls, synchronous class discussions, and discussion forum posts** (GEP Humanities 1 and 2, GEP Global Awareness 1 and 2, Religious Studies).

**Short Answer Test** that will measure your understanding of specific concepts from Unit 1 (GEP Humanities 1 and 2, GEP Global Awareness 1 and 2, Religious Studies).

**Essay writing** integrates what you learned in Unit 1 with the more complex content in Units 2 and 3 (GEP Humanities 1 and 2, GEP Global Awareness 1 and 2, Religious Studies).

**Final Research Essay, Group Research Project, and Individual Research Report** require you to engage in research and expository writing on topics related to women and goddesses in India that in some way or other engage the complexity of modern Indian culture, religion, and society in a specific and contextualized way (GEP Humanities 1 and 2, GEP Global Awareness 1 and 2, Religious Studies).

### **Explanation of Alignment with Learning Outcomes**

The study of women and goddesses in India touches directly on two issues of perennial importance: the experience of women and the nature of the divine. Exploration of these two topics, both separately and in overlap, directly engages questions about truth, meaning, purpose, and justice (GEP Humanities 1). Studying the relationships between goddess traditions and the experience of women in India of necessity requires locating these topics within the broader context of Indian society, culture, and religion (GEP Humanities 2, GEP Global Awareness 1). The course specifically engages the ways that gender, sexuality, and religion inflect in colonial and post-colonial contexts (GEP Global Awareness 2). All of the above are only possible when specific examples of religious beliefs and practices are engaged within the context of their specific historical, social, and cultural contexts (Religious Studies).

## Grading and Student Expectations

**Weekly Canvas Quizzes: 10%.** We will have weekly Canvas quizzes during most weeks.

**Weekly Graded Discussion Forum: 10%.** At the conclusion of most weeks, you will need to post an answer to a question or questions based on materials from that week.

**Unit 1 Take-Home Test: 15%.** Short-answer format.

**Unit 2 Essay: 20%.** 600-800 word expository essay on Unit 2 material.

**Unit 3 Small Group Discussion Leaders: 5%.** The class will be divided into small groups. In Unit 3 each group will be assigned a specific topic or article and will need to read the material, discuss as a small group, report to the class, and facilitate class conversation.

**Final Research Project: 30%.**

- **Final Research Essay Prospectus: 5%.** The first step in the research process: a set of short-answer questions you will answer as the first step in your research project – guidelines will be provided at the beginning of Unit 3.
- **Final Research Essay Annotated Bibliography: 5%.** The second step in the research process - guidelines will be provided at the beginning of Unit 3 - guidelines will be provided at the beginning of Unit 3.
- **Final Research Essay Oral Presentation: 5%.** Each student will present in-progress research during the final two weeks of the semester. Guidelines will be provided at the beginning of Unit 3.
- **Final Research Essay: 15%.** The final assignment of the semester is a minimum 1000-word research essay on a topic related to women and goddesses in India that in some way or other engages the complexity of modern Indian culture, religion, and society. Guidelines will be provided at the beginning of Unit 3.

**Participation: 10%.** You must actively participate in our class at least 20 times during the semester. Active participation is defined as some combination of the following:

1. Attending synchronous Zoom sessions **AND** participating in thoughtful discussions with other students that demonstrate that you have prepared the class materials.
2. Posting relevant, thoughtful, informed comments in the asynchronous class discussion forum each week that you have missed class.
3. Discussing class material with me outside of synchronous class meetings.

This form will function as your own self-evaluation of the participation grade you feel you deserve for the semester. I will then take this self-evaluation into account when determining your participation grade.

NOTE: **If you miss more than 6 synchronous Zoom classes for any reason your participation grade will be a zero** unless you meet with me and we determine that your absences are not impacting your ability to be successful in this class.

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## Percentage to Letter Grade Conversion

A: 94-100, A-: 90-93, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76. C-: 70-72, D+: 67-69, D: 65-66, F: 64 or lower.

## Course Structure

This course is delivered entirely online through Canvas and related tools such as Zoom. This syllabus does **not** contain the actual topic and assignments of the course. Under HOME in Canvas you will find week-by-week assignment information. Materials should be prepared BEFORE the date of the class for which they are assigned. Actual assignments will appear on the Canvas calendar at least a week in advance of their due date.

## Office Hours

Office hours will be through Zoom at the following times: Monday 3-5, Friday 4-5, and by appointment. Let me know when you would like to meet (either during an office hour or at another time) and I will send you a Zoom invitation.

## Text Rental

*Hindu Goddesses: Beliefs and Practices* by Lynn Foulston and Stuart Abbott.

*Hindu Art* by Richard T. Blurton (we will not be reading this book in its entirety but rather using it as a sourcebook for specific classes).

*Is the Goddess A Feminist*, ed. Erndl and Hildebeitel (we will not be reading this book in its entirety but rather using it as a sourcebook for specific classes).

## Course Policies

### **Assignment Submission and Late Work Policy**

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested *before the due date*. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a compelling reason and instructor approval. If such a reason exists, please let me know as soon as possible and we will figure it out together. ***I am always ready to work with students who are struggling.*** Without instructor permission, late or missing assignments may affect the student's grade.

## Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - Laptop, tablet with keyboard, or desktop computer
  - webcam
  - microphone
  - printer
  - a stable internet connection (don't rely on cellular)

## Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [**UWSP Handbook Chapter 9 Section 5**]

### Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

### Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

## **Inclusivity Statement**

My goal in this course is to create and maintain a learning community that feels welcoming to students from all different kinds of backgrounds and experiences. Diversity (of sexuality, disability, age, socioeconomic status, gender, ethnicity, race, nationality, religion, and culture) makes our learning better, but only if our class feels like a safe space for learning and growth. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Incomplete Policy

An incomplete will only be assigned if extenuating circumstances prohibit normal completion of the course and it must be completed within the following semester. If necessary, I will refer the student petition to the Dean of Students office.

## Netiquette Guidelines<sup>1</sup>

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community. The following netiquette tips will enhance our learning:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful but do not overdo or overuse them.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

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<sup>1</sup> Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from [http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm) and Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

## Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

## Other Policies

### Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Academic Honesty Policy & Procedures

### Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.



(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

### **Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### **Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

### **Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

### **Dropping UWSP Courses**

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

## Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

## Emergency Procedures

- See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.”

## Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for Rel 333 Spring 2021 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

NOTE: The Schedule of Assignments is actually a series of HTML pages within Canvas. Those pages have been copied here but the formatting does not transfer perfectly.

## SCHEDULE OF ASSIGNMENTS

Week 1 Class Materials -- Look Here For Assignments

To-Do Date: Jan 26 at 11:00am

Student Tasks (To Do)

[Week 1 Self Introduction](#)

[Week 1 Graded Discussion Forum](#)

Class Preparation

**Tuesday, January 26**

Course overview and beginning conversation

**Thursday, January 28**

READ:

[Introducing South Asia](#)

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Week 2 Class Materials -- Look Here For Assignments

To-Do Date: Feb 2 at 11:00am

Student Tasks (To Do)

[Week 2 Quiz](#)

[Week 2 Graded Discussion Forum](#)

Class Preparation

**Tuesday, February 2**

READ:

[The Textures of Tradition \(Links to an external site.\)](#)

[What Does Hindu Mean \(Links to an external site.\)](#)

[A Context for Diversity \(Links to an external site.\)](#)

[Many Gods and One \(Links to an external site.\)](#)

[Veda: Scripture and Authority \(Links to an external site.\)](#)

**Thursday, February 4**

READ:

[Brahman and Atman \(Links to an external site.\)](#)

[Bhakti \(Links to an external site.\)](#)

[Karma: The Way of Action \(Links to an external site.\)](#)

[Dharma: The Social Order \(Links to an external site.\)](#)

[\(Links to an external site.\)"Caste"](#)

[Abodes of God: Temple and Image \(Links to an external site.\)](#)

*Hindu Goddesses*: p. 9-10 ("Shakti: The Divine Feminine")

*Hindu Art*: 166-168 ("The goddess as *shakti*")

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Week 3 Class Materials -- Look Here For Assignments

To-Do Date: Feb 9 at 11:00am

Student Tasks (To Do)

[Week 3 Quiz.](#)

[Week 3 Graded Discussion Forum](#)

Class Preparation

**Tuesday, February 9**

*Hindu Goddesses*: 1-6 ("Introduction"), 17-31 ("Sakti manifested"; "Pan-Indian Goddesses"; "Essential Benign Goddesses"; "Sri Laksmi"; "Sarasvati"; "Parvati")

*Hindu Art*: 94-102 ("The Consort of Shiva"; "Ganga"), 171 ("Annapurna")

**Thursday, February 11**

READ:

[The Story of Rama: A Brief Synopsis \(Links to an external site.\)](#)

[The Career of Rama: SITA \(Links to an external site.\)](#)

*Hindu Goddesses*: p. 77-82 ("Goddess Mythology"; "Brahminical Mythology"; "The Descent of Ganga"; "The Churning of the Milk Ocean")

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Week 4 Class Materials -- Look Here For Assignments

To-Do Date: Feb 16 at 11:00am

Student Tasks (To Do)

[Week 4 Quiz](#)

[Week 4 Graded Discussion Forum](#)

Class Preparation

**Tuesday, February 16**

READ:

*Hindu Goddesses*: p.31-43 ("Essentially fierce goddesses"; "Durga"; "Kali"; "Local goddesses")

*Hindu Art*: 168-173 ("Durga"; "Annapurna"; "Kali")

VIEW:

[Parvati Saves the World, Act 1 \(Links to an external site.\)](#)

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**Thursday, February 18**

READ:

*Hindu Goddesses*: p. 82-93 ("Destruction of Daksa's sacrifice"; "Local mythology"; "Origin mythology"; "Renuka myths"; "The origin of smallpox"; "Mythology that validates"; "Mythology that localizes"; "Goddesses originating from humans")

*Hindu Art*: p. 176-185 ("Manasa"; "Village Goddesses"; "Conclusion")

VIEW:

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Week 5 Class Materials -- Look Here For Assignments

To-Do Date: Feb 23 at 11:00am

Student Tasks (To Do)

[Take-home test will be distributed at the beginning of class on Tuesday](#) and will be due the following Tuesday. There is not a quiz or a graded discussion this week. There will be a question on the test based on this week's material.

Class Preparation

**Tuesday, February 23**

*Hindu Goddesses*: p. 10-14 ("A Conceptual Understanding of Shakti"); 98-107 (Tantrism)  
[A Brief History of South Asia: p. 22-30](#)

**Thursday, February 25**

[A Brief History of South Asia: p. 29-34](#)

The Bhakti Movement

<https://chnm.gmu.edu/wwh/modules/lesson1/lesson1.php?s=0> (Links to an external site.)

ADDED (do not worry if you do not get to this, but it is very useful): [Bhakti Movement and Roots of Indian Feminism](#) (Links to an external site.)

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Week 6 Class Materials -- Look Here For Assignments

To-Do Date: Mar 2 at 11:00am

Student Tasks (To Do)

[Unit 1 Take Home Test.](#)

There is no quiz or discussion question this week, but the Tuesday quiz for next week will include questions based on the Thursday, March 4 reading.

Class Preparation

Tuesday, March 2: Unit 1 Take-Home due.

Thursday, March 4

[excerpt from the introduction to Women's Lives, Women's Rituals in the Hindu Tradition](#), ed. Tracy Pintchman (Oxford University Press, 2007): p. 3-7

*Hindu Goddesses*: p. 131-142 ("Goddess Worship"; "Orthodox or Pan-Indian")

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Week 7 Class Materials - Look Here For Assignments

To-Do Date: Mar 9 at 11:59pm

Student Tasks (To Do)

No Week 7 quiz.

[Week 7 Short Answer](#)

Class Preparation

**Tuesday, March 9**

Babb - [-excerpt from Puja: Food of the Gods](#)

**Thursday, March 11**

Pintchman: Chapter 2: 35-54: [Wandering from "Hills to Valleys" with the Goddess: Protection and Freedom in the Matamma Tradition of Andhra](#) by Joyce Flueckiger

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Week 8 Class Materials  
To-Do Date: Mar 16 at 11:59pm  
Student Tasks (To Do)

[Week 8 Quiz.](#)

[Week 8 Short answer.](#)

Class Preparation

**Tuesday, March 16**

[Nagarajan Kolam-1.pdf](#)

**Thursday, March 18**

Chipko and Vandana:

Pintchman on [Sakhis and Gopis in Varanasi.](#)

Durga and Indira:

Craddock on [Bhakti and Karaikal Ammaiyar.](#)

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Week 9 Class Materials

To-Do Date: Mar 30 at 11:00am

Student Tasks (To Do)

[Week 9 Quiz.](#)

[Week 9 Short Answer.](#)

Class Preparation

**Tuesday, March 30**

*Hindu Goddesses: p. 143-154* ("Local Worship"; "Tantric Worship")

Pintchman Chapter 8

[The Play of the Mother: Possession and Power in Hindu Women's Goddess Rituals](#) by  
Kathleen M. Erndl

**Thursday, April 1**

Read [Nagarajan on The Poojari's Daughter-1.pdf](#)

View [The Poojari's Daughter. \(Links to an external site.\)](#) Prepare a basic summary of the situation presented in this documentary film for use in class.

Note: we are [writing the Unit 2 essay](#) about this film.

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Week 10 Class Materials

To-Do Date: Apr 6 at 11:00am

**Thursday, April 8. Zoom class starts today at 11:30. Your class work starts at 11 and there are instructions for this 30 minutes.**

**Overview**

This week we transition from our focus on ritual and its relationships to broader social norms to a consideration of gender and religion in colonial and post-colonial contexts.

Student Tasks (To Do)

[Unit 2 Essay due.](#)

No quiz or short discussion this week, but next week's quiz will contain questions based on this week's reading.

**Tuesday, April 6**

Unit 2 Essay due by classtime.

In-class [focus on Hijras \(Links to an external site.\)](#)

BEGINNING OF UNIT 3, Week 10 cont'd

**Thursday, April 8**

[Gottschalk on British Rule in South Asia.](#) Read carefully!

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Week 11 Class Materials

To-Do Date: Apr 13 at 11:00am

Student Tasks (To Do)

[Week 11 Quiz.](#)

[Week 11 Discussion.](#)

Class Preparation

**Tuesday, April 13**

*Hindu Goddesses*: p. 204-225 ("The Goddess in Contemporary Hinduism"; "Bharat Mata - Mother India"; "Santoshi Ma"; "More New Goddesses")

Please read the Research Project materials carefully.

**Thursday, April 15**

**Research Focus -- Introducing research projects**

Please spend the same amount time you typically spend preparing for class (ideally a couple of hours) thinking about your research project.

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Week 12 Class Materials

To-Do Date: Apr 20 at 11:00am

Student Tasks (To Do)

Prepare for each class.

[Research Prospectus due on Friday, April 23 at midnight.](#)

Class Preparation

**Tuesday, April 20**

[Under Western Eyes](#) by Chandra Mohanty. Note -- this is an officially difficult article, but it is also a very important article that expresses key ideas. Please give it careful attention.

[Gulab Gang trailer \(Links to an external site.\)](#)

["I am not feminist, just independent, strong" \(Links to an external site.\)](#)

[\(Links to an external site.\)The West believe they taught us feminism \(Links to an external site.\)](#) (again)

[Violence Against Women -- Nirbhaya vs Durga \(Links to an external site.\)](#)

[\(Links to an external site.\)Abused Goddesses, Orientalism, and the Glamorization of Gender-Based Violence \(Links to an external site.\)](#)

**Thursday, April 22**

**Read** the first half of "[Sexuality](#)" (in India) by Ruth Vanita (through the paragraph on p. 13 that ends "In modern times, too, there are many such women who have millions of followers, from the early 20th century Anandamayi Ma and the Mother (of Aurobindo Ashram) to the present-day Gurumayi and Amritanandamayi.")

**Watch** [Love in India](#)

**Week 14 Class Materials**

To-Do Date: May 4 at 11:00am

RESEARCH IS THE FOCUS FOR THE WEEK.

[THE ANNOTATED BIBLIOGRAPHY AND PROSPECTUS 2.0](#) IS DUE BY FRIDAY, MAY 7 AT MIDNIGHT.

**Week 15 Class Materials**

To-Do Date: May 11 at 11:00am

Student Tasks (To Do)

[Oral Presentations](#)

[Self Evaluation.](#)