

**UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION**

RELS 603.04 L01: ADVANCED STUDIES IN EAST ASIAN RELIGIOUS TRADITIONS

WINTER 2015, W 2:00-4:45

Instructor: Dr. Wendi L. Adamek
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Course Description

In this course we consider advanced topics in Buddhism and East Asian religions. For Winter 2015, the topic is comparison of Buddhist and Western forms of phenomenology.

Required Texts

Available for purchase in the bookstore:

Ingold, Timothy (2011). *Being Alive: Essays on Movement, Knowledge and Description*. London: Routledge.
Lusthaus, Dan (2003). *Buddhist Phenomenology: A Philosophical Investigation of Yogacara Buddhism and the Ch'eng Wei-shih Lun*. London: Routledge.
Park, Jin Y. and Gereon Kopf, eds. (2010). *Merleau-Ponty and Buddhism*. Lexington Books.

Recommended for those with no prior background in Buddhism:

Harvey, Peter (2013). *An Introduction to Buddhism*. Cambridge: Cambridge University Press.

Skills emphasized:

- Participation in seminar-style discussion, including debate
- Developing skills in critical reading
- Analyzing rhetorical strategies (understanding how arguments are constructed, different styles of writing are used, and appeals to sources of authority are made)
- Oral presentation of readings and research
- Carrying out original research and developing your own writing style

Course Requirements:

Date	Assessment	Weight (%)	Notes
Ongoing	Presentation of one week's readings	15%	In-class
Feb. 27	Research paper draft (see below)	10%, P/F	PDF document due via email by midnight. Will be marked Pass/Fail, must pass in order to continue with paper.
Final two weeks of class	Oral presentation of research paper topic	20%	In-class
April 20	Final research paper (see below)	50%	PDF document due via email by midnight
Ongoing	Participation	5%	Attendance and participation noted

There will be no registrar-scheduled final exam.
 Students must fulfill all assignments in order to pass this course.

Description of Requirements:

Participation (5%)

Beginning Week Three: Attendance sheets will be circulated. **If you miss more than 50% of the total classes (beginning from Week Three, not counting required reviews and tests), you will fail the course.** Qualitative assessment will be based on how well your discussion participation reflects thoughtful reading of the material. If you wish to turn in written discussion questions or comments at the beginning of class, I will try to include them in the discussion. Your cumulative participation mark will be based on both attendance and qualitative assessment.

Presentation of one week's readings (15%)

Each student will present one week's reading assignment: 10 min. oral presentation plus one-page handout summarizing the main points in the reading and posing questions for discussion.

Oral presentation of research paper topic (20%)

During the final two weeks of class, students will be organized into conference-style panels to present their research paper drafts (10-15 mins., may include slides) and respond to questions.

Research Paper Draft (Due midnight Feb. 27, send to me in PDF format. Pass required to continue with research paper.)

- **Outline of paper (one page)**
- **One draft section of the paper = 3-4 pages of prose, draft may be "rough," but must include citations**
- **Preliminary bibliography of potential sources.** Search for good-quality resources; even though you may not end up reading all of them, this gives me a basis for making suggestions. Your bibliography must include both primary and secondary sources.

Final Research Paper (Due midnight April 22, send to me in PDF format) (60%)

For those enrolled in RELS 603:15-18 pages (approx. 3750-4500 words)

Detailed instructions and assessment criteria are given at the end of the course schedule.

Note: In qualitative assessment for graduate students, the benchmark to aim for is professional (publication quality) work.

Grading

A letter grade will be assigned to each component of the course according to the University's Graduate Studies Calendar 2014-2015:

A+	4.0	Outstanding
A	4.0	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.7	Very good performance
B+	3.3	Good performance
B	3.0	Satisfactory performance Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program.
B-	2.7	Minimum pass for students in the Faculty of Graduate Studies Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade.
C+	2.3	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.
C	2.0	
C-	1.7	
D+	1.3	
D	1.0	
F	0.0	

N.B. All written assignments will be graded with regard to both form and content.

Policy with regard to missed assignments/assessments

All exams, tests, presentations, and assignments are to be fulfilled on the assigned dates.

Make-up exams/tests and deadline extensions **will only be given in cases of documented emergency**. In the case of a missed exam/test, students **must** contact the instructor no later than 24 hours after the missed exam. Make-up exams/tests will be entirely different from the exams/tests given on the regularly scheduled day.

Expectations for student conduct in this course

- Entering the classroom late, eating, private conversations, and talking or texting on mobile phones signal lack of respect for the instructor and the other students. Abuses in this regard will be noted and will be detrimental to your grade. Phones will be confiscated if used. Disruptive behavior will result in expulsion from the class.

- Announcements at the beginning of class often contain crucial information about class procedures and updates. If you will be late due to the distance of your previous class, please let the instructor know and make arrangements to get information from a classmate.

Electronic device policy

You may use laptops and pads for taking notes only. Use of phones is not permitted for any purpose. If you use your laptop to go online rather than focusing your attention on what is happening in class, you will not do well on the assessments. If you have a question about a term or an idea, raise your hand and ask the instructor rather than Googling it! Other students may also have the same question.

FINAL RESEARCH PAPER

Please discuss possible topics with the instructor as soon as possible. Topics must relate to main course topic (i.e. Advanced Buddhism/East Asian Religions).

All papers must be based on a combination of primary sources and scholarly secondary sources. The paper must utilize at least one primary-source text. Primary sources are texts or works that you discuss and analyze. Source material must include at least **800** (for RELS 453) **1000** (for RELS 603) or **1200** (for RELS 703) **pages from non-assigned sources** (books, selections from edited collections, and/or articles). If you are in doubt about whether or not your source meets acceptable standards, consult with the instructor. Bibliographies and “further readings” suggestions in the assigned texts are good places to start searching for material, in addition to consulting with the instructor and/or library staff.

PAPER ASSESSMENT CRITERIA

1) Aims:

- **You are not writing a journalistic general descriptive essay**, you are writing an original research paper focused on specific texts, questions, topics of exploration, arguments, aims, etc.
- You are not writing for the instructor, you are writing for an educated person who does not know your particular subject.
- All papers should show attention to structure: the **introduction** explains what the paper is about and gives a **thesis statement** outlining the writer’s arguments and methods. Throughout the paper there are good **transitions** between different sections, and the **conclusion** summarizes the main points of the paper.
- Regardless of what you may have been told, there is no reason to avoid first-person pronouns! It is not only acceptable but preferable to say things like “I intend to argue that....” or “my research has led me to the conclusion that....” Use of first-person pronouns signals your intention to take responsibility for your claims. Be sure to acknowledge **all** the sources on which your claims are based.

2) Format:

- Drafts and paper format: US Letter, double-spaced, one-inch margins, 12-point font.
- Pay attention to grammar, always spell-check and **proof-read**.
- Give a brief definition in parentheses the first time you use any foreign language term. Example: *upaya* (skillful means).

- Give dates (if that information is available) for each person or period you discuss.
Example: Wuzhu (714-774). Tang Dynasty (618-906)
- Word limit includes notes and bibliography.

3) Citations and Bibliographies

The Department of Classics & Religion uses the most recent edition of the Chicago Manual of Style and requires references and bibliographies to adhere to the Chicago citation system. You can find a quick guide here: http://www.chicagomanualofstyle.org/tools_citationguide.html. Alternatively please consult with the library staff for help with using the Chicago citation style. If you must cite online material (keep this to a minimum!) make sure they are academic sources with **identified authors** (not Wikipedia, etc.) and include the full url and date accessed.

4) Qualitative standards

Fail (Below 50%)

Work may fail for any of the following reasons: plagiarism; lack of sufficient research using appropriate sources; irrelevance of content; failure to address the specified question or treat the specified theme; wholesale lack of analysis or interpretation; unacceptable levels of paraphrasing; excessive reliance on quotations; presentation, grammar or structure so deficient that work cannot be understood; very late submission without an extension.

D (50-54%)

Work meets basic requirements in terms of topic selection and demonstrates some understanding of the chosen topic. However, it has major gaps or inadequacies in research, comprehension, and editing for grammar and spelling.

C (55-69%)

Work may be reasonably well-researched and show signs of attempts to organize material, but remains weak in areas like formulating a thesis statement, including transitions, maintaining the thread of an argument or theme, and summarizing relevant conclusions.

B (70-84%)

Work has considerable merit; contains evidence of an accurate command of the subject matter and a sense of its broader significance, offers synthesis and evaluation of material, and demonstrates an effort to engage with challenging reading. It maintains clear focus on the principal issues and shows understanding of relevant scholarly arguments and diverse interpretations, though there may be some weaknesses in clarity or structure. Articulate writing, with research properly documented.

A (85-96%)

Work shows evidence of extensive reading and initiative in research, sound grasp of subject matter and appreciation of key issues and context. Engages critically and creatively with questions, proposes an original and valid thesis, and attempts an analytical evaluation of material. Makes a good attempt to critique various interpretations, and offers a pointed and thoughtful contribution to an existing debate. Shows evidence of ability to think theoretically as well as empirically, and to conceptualize and problematize issues in terms of the relevant discipline. Well-written and documented.

A+ (96-100%)

Work of superior standard that demonstrates initiative and ingenuity in research, pointed and critical analysis of material, and innovative interpretation of evidence. Makes insightful contributions to debate in the relevant discipline, engages with values, assumptions and contested meanings in primary source texts, and develops abstract or theoretical arguments on the strength of detailed research and interpretation. Writing is characterized by creativity, style, and precision as well as proper documentation. Work may suggest that the author has advanced research potential in the following ways: critical insights into the work of established scholars; the proposal of a new perspective from which to view a problem; the identification of a problem not adequately recognized in the existing literature.

NOTIFICATIONS

Academic Honesty

Plagiarism is not tolerated at the University of Calgary and has serious consequences. Please see the relevant sections on Academic Misconduct in the current University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html/k.html>

“A **single offense** of cheating, plagiarism, or other academic misconduct, on term work, tests, or final examinations, etc., may lead to disciplinary probation or a student's suspension or expulsion from the faculty by the dean, if it is determined that the offense warrants such action.”

Your papers/presentations must be your own work; inadequate referencing as well as excessive paraphrasing (slightly altering wording but retaining the structure and sequencing of another person's work) may be seen as plagiarism.

If you have questions about correct referencing, please consult your instructor, librarian staff or the Chicago manual of style.

Writing Support

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at 403-220-8237 or access@ucalgary.ca. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than **fourteen (14) days** after the start of the course.

Please note: In order to be fair to all students in the course, the instructor cannot take special needs into account unless 1) the student is registered with Accessibility Services, or 2) there is a **documented** medical or emergency condition.

Desire2Learn Help

Go to <http://elearn.ucalgary.ca/desire2learn/home/students> for Student Help and FAQ's about D2L. Troubleshooting tips and a tutorial are also available on this website.

Graduate Student Association Ombudsperson

The Student Ombuds Office provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. See www.ucalgary.ca/provost/students/ombuds for more information.

Emergency Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at www.ucalgary.ca/emergencyplan/assemblypoints. Please check this website and not the nearest assembly point for this course.

Safewalk

The Safewalk program provides volunteers to walk students safely to their destination anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). This service is free and available to students, staff and campus visitors 24 hrs/day, 365 days a year. Call 403-220-5333 or use one of the Help phones located throughout campus to request a walk.