

RELS 324 ZEN BUDDHISM

UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION

WINTER 2017, TTH 12:30-1:45
SS 541

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Course Description

In this course we explore the thought and practice of Chan (Chinese) and Zen (Japanese) Buddhism, including 20th century developments in the West.

Required Texts:

Available for purchase in the bookstore:

Adamek, Wendi L. (2102). *The Teachings of Master Wuzhu*. New York: Columbia University Press.

Available on reserve:

Downing, Michael (2001). *Shoes Outside the Door: Desire, Devotion, and Excess at San Francisco Zen Center*. Washington, D.C., Counterpoint Press.

Foster, Nelson, and Gary Snyder. "The Fog of War II." *Tricycle* (<http://www.tricycle.com/feature/fog-world-war-ii>), pp. 1-4.

Fuller-Sasaki, Ruth, trans. (2009). *The Record of Linji*. Honolulu: University of Hawai'i Press.

Lopez, Donald S., ed. (1996). *Religions of China in Practice*. Princeton: Princeton University Press.

Luk, Charles, trans. [1980] (1988). *Empty Cloud: The Autobiography of the Chinese Zen Master Xu Yun*. Salisbury, U.K.: Element Books.

Suzuki, Shunryu [1970] (1993). *Zen Mind, Beginner's Mind*. New York: Weatherhill.

Tanahashi, Kazuaki, ed. (1999). *Enlightenment Unfolds: Essential Teachings of Zen Master Dōgen*. Boston: Shambhala.

Victoria, Brian (1997). *Zen at War*. New York: Weatherhill.

Waddell, Norman, trans. (1999). *Wild Ivy: The Spiritual Autobiography of Zen Master Hakuin*. Boston: Shambhala.

Yampolsky, Philip B. (1967). *The Platform Sūtra of the Sixth Patriarch*. New York: Columbia University Press.

Core Goals:

- Organizing and integrating knowledge gained from lectures, readings, and discussion
- Relating socio-historical contexts with religious thought and practice
- Discussing intercultural differences

- Analyzing rhetorical strategies (understand how arguments are constructed, different styles of writing are used, and appeals to sources of authority are made)
- Carrying out original research and developing your own writing style

Course Requirements:

Date	Assessment	Weight (%)	Notes
Feb. 28	Short-answer test	25%	In-class
March 21	Research paper draft (see below)	10%, P/F	PDF document due via email by midnight. Pass required in order to continue with paper.
April 4	Essay Assignment	25%	In-class
April 25	Final research paper (see below)	35%	PDF document due via email by midnight
Ongoing	Participation	5%	Attendance and participation noted

There will be no registrar-scheduled final exam.

In-class exams will be returned and discussed in class, then reclaimed at the end of class. 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 your participation in discussion, highest marks for questions that show thoughtful reading of the material. If you wish to turn in written discussion questions or comments at the beginning of class, I will include them in the discussion. Your cumulative participation mark will be based on both attendance and qualitative assessment.

In-class Test, short answer (25%)

Feb. 28. You will do a matching-terms exercise and answer 2-3 questions based on lectures and readings. Questions test your knowledge of basic terminology and concepts.

Research Paper Draft (10%)

Due midnight March 21, send to me in PDF format, Calibri font. **Other formats not accepted.**

Pass required to continue with research paper.

You will get your PDF back with comments and suggestions.

Format:

- PDF file title should appear as: Surname, course number, Draft. (Example: Smith 461 Draft)
- Include your name, the paper title, and the date on the first page
- **Outline of paper (one page)**
- **Draft section of the paper = 2-3 pages. Your draft may be “rough,” but must consist of complete sentences and paragraphs (not annotated outlines or bullet-points) and 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.

In-class Essay Assignment (25%)

April 4. You will write 2 essays based on a choice of questions and text passages. The essays will require discussion of major themes and issues, and knowledge of specific texts and ideas. Cumulative: themes and relevant examples may be drawn from all course materials.

Final Research Paper (35%)

Due midnight April 25

8-10 pages, 2000-2500 words, send to me in PDF format, Calibri font.

PDF file title should appear as: Surname, course number, Final.

See GUIDELINES section for instructions and assessment criteria.

Mark cover page with ** if you want your paper returned with comments

Grading

A numerical mark will be given for each component of the course except the Pass/Fail paper draft mark. A letter grade will be assigned based on the following number and letter grade scheme, usually used within the Department of Classics and Religion:

A+	100 - 96	A	95 - 90	A-	89 - 85
B+	84 - 80	B	79 - 75	B-	74 - 70
C+	69 - 65	C	64 - 60	C-	59 - 55
D+	54 - 53	D	52-50	F	Under 50

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 flagged in class, noted down, and will affect your grade. Phones will be confiscated if used. Disruptive behavior will result in expulsion from the class.
- If the class is scheduled during lunch-hour and you have no other time to eat lunch, you may eat in class. However, please try to choose items that do not make noise or smell strongly, and unwrap them before class begins.
- 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 electronic devices for taking notes only. Use of phones is not permitted. 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, raise your hand and ask rather than going to Google! Other students may also have the same question, so if the instructor doesn't know the answer and we end up doing a search using the projected screen, this will be useful for the class.

RESEARCH PAPER GUIDELINES

Please discuss possible topics with the instructor as soon as possible. Topics must relate to main course topic.

- **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. Secondary sources are the research of others whom you use as support for your arguments.
- Source material must include at least **500 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.
- For graduate students, the benchmark to aim for is professional (publication quality) work.

2) Format:

- Drafts and paper format: US Letter, double-spaced, one-inch margins, 12-point Calibri font. Include page numbers and title page.
- 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: *upāya* (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) Qualitative standards

Fail range (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; 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 range (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 range (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, providing transitions, maintaining the thread of an argument or theme, and summarizing relevant conclusions.

B range (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 range (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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services and communicate their accommodation request to the Instructor within the first two weeks of the course. SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at:

http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

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.

Gnosis

Gnosis is the Religious Studies Student Club. For membership or more information please email: gnosis@ucalgary.ca or visit <http://www.ucalgary.ca/~gnosis>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For health-related concerns, including stress and emotional and academic difficulties, visit the SU Wellness Centre in MacEwan Student Centre, or call (403) 210-9355.
- For program planning and advice, contact the Student Success Centre at (403) 220-5881 or visit them on the 3rd floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrollment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Freedom of Information and Privacy

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIPP): <http://www.ucalgary.ca/secretariat/privacy>

The Freedom of Information and Protection of Privacy Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission. As one consequence, students should identify themselves on all written work by placing their name on the front page and their ID number on each subsequent page.

Student Ombudsperson and Students' Union Representative

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. The Students' Union Faculty of Arts representative can be reached at arts1@ucalgary.ca.

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.