

RELS 603 ADVANCED STUDIES IN EAST ASIAN RELIGIOUS TRADITIONS

UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION
Winter 2018, T 12:00-2:45
Kawamura Library, SS 5th Floor

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Course Description

The theme of this course is the relationship between religious practices and systems of exchange, credit, and economic rationalization. We look at selected studies that use historical documents to substantiate theoretical discussion of the development of complex economic systems in various cultures.

Required Texts (links to UofC library ebooks or JSTOR provided where possible)

Books, available on reserve and for purchase in the bookstore:

- Duara, Prasenjit (2015). *The Crisis of Global Modernity: Asian Traditions and a Sustainable Future*. Cambridge: Cambridge University Press. 1-288
- Hershock, Peter (2012). *Valuing Diversity: Buddhist Reflection on Realizing a More Equitable Global Future*. Albany: SUNY Press. 1-293.
- Latour, Bruno [2002] (2013). *Rejoicing: Or the Torments of Religious Speech*. Trans. Julie Rose. Cambridge, UK: Polity Press. 1-174.
- Loy, David (2002). *A Buddhist History of the West: Studies in Lack*. Albany: SUNY Press. 1-214.
- Mauss, Marcel [1925] (1990). *The Gift: The Form and Reason for Exchange in Archaic Societies*. Trans. W.D Halls. London: Routledge. ix-107.
- Raworth, Kate (2017). *Doughnut Economics: Seven Ways to Think Like a 21st Century Economist*. Random House Business. 384 pages.
- Weber, Max. [1930] (1992). *The Protestant Ethic and the Spirit of Capitalism*. Trans. Talcott Parsons. London: Routledge. vii-125
- Weiner, Annette B. (1992). *Inalienable Possessions: The Paradox of Keeping-While-Giving*. Berkeley: University of California Press. 1-155.

Selections, available on reserve:

- Adamek, Wendi L. (2005). "The Impossibility of the Given: Representations of Merit and Emptiness in Medieval Chinese Buddhism." *History of Religions* 45.2: 135-181.
- Gethin, Rupert, trans. (2008). "Advice to Sigāla." In *Sayings of the Buddha: A Selection of Suttas from the Pali Nikāyas*. Oxford: Oxford University Press, pp. 129-138.

Schopen, Gregory (1997). "The Ritual Obligations and Donor Roles of Monks in the Pāli *Vinaya*." In *Bones, Stones, and Buddhist Monks*. Honolulu: University of Hawai'i Press, pp. 72-85.

Walsh, Michael J. (2007). "The Economics of Salvation: Toward a Theory of Exchange in Chinese Buddhism." *Journal of the American Academy of Religion*: 1-30.

Core Goals:

- Participate in seminar-style discussion, including debate
- Develop skills in critical reading
- Analyze rhetorical strategies (understand how arguments are constructed, different styles of writing are used, and appeals to sources of authority are made)
- Effectively present readings and your own research to classmates
- Carry out original research and develop your own writing style

Course Requirements:

Date	Assessment	Weight (%)	Notes
Ongoing	Presentation of one week's readings	20%	In-class
March 2	Research paper draft (see below)	10%, P/F	PDF document due via email by 11:59pm. 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 21	Final research paper (see below)	45%	PDF document due via email by 11:59pm
Ongoing	Participation	5%	Attendance and participation noted

There will be no registrar-scheduled final exam.

In-class exams, if applicable, 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 if applicable), 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 include them in the discussion. Your cumulative participation mark will be based on both attendance and qualitative assessment.

Presentation of one week's readings (20%)

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 (10%)

Due March 2 11:59pm, send to me in PDF format. **Other formats not accepted.**

Pass required to continue with research paper.

You will get your PDF back with comments and suggestions.

Format:

- PDF document title should appear as: Surname, course number, Draft. (Example: Smith 440 Draft)
- Include your name, the paper title, and the date on the first page
- **Outline of paper (one page)**
- **Draft section of the paper = 3-4 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.

Final Research Paper (45%)

Due 11:59 pm April 21, send to me in PDF format.

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

For those enrolled in RELS 440:12-15 pages (approx. 3000-3750 Words)

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

For those enrolled in RELS 703:18-20 pages (approx. 4500-5000 words)

See GUIDELINES section for instructions and assessment criteria.

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:

A+	100-96 = 4.0 Outstanding	A	95-90 = 4.0 Superior performance	A-	89-85 = 3.7 Very good performance
B+	84-80 = 3.3 Good performance	B	79-75 = 3.0 Satisfactory performance*	B-	74-70 = 2.7 Minimum pass for graduate students**
C+	69-65 = 2.3 Failure at graduate	C	64-60 = 2.0	C-	59-55 = 1.7
D+	54-53 = 1.3	D	52-50 = 1.0	F	Under 50 = 0.0

* 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.

** A graduate 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.

*** 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.

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 focussing 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 **600 pages** (for RELS 440)
800 pages (for RELS 603)
1000 pages (for RELS 703)

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 focussed 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 Times or 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) Citations and Bibliographies

Please consult with the library staff for help with referencing styles.

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 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. Your essays/presentations must be your own work and inadequate referencing may be seen as plagiarism. Please see the relevant sections on Academic Misconduct in the current University Calendar (section K, which can be found here: <http://www.ucalgary.ca/pubs/calendar/current/k.html>.) If you have questions about correct referencing, please consult your instructor or librarian staff.

Note: Excessive paraphrasing (slightly altering wording but retaining the structure and sequencing of another person's work) may be considered plagiarism.

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

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Desire 2 Learn (D2L) 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.

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.

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.