

**The College of the Humanities
Religion Program: RELI 1716R; Winter Term
“East Asian Religions”**

Instructor: Melanie Coughlin
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Office Hours: In-person Tuesdays 6-7 p.m. in PA 310A
Online Mondays 1-2 p.m. in the Online Meeting Room on the course webpage
Also available for online appointments made at melanie.coughlin.youcanbook.me

Course Description

This course discusses the question ‘*What is religion?*’ using facts, concepts, and diverse approaches to religion in China, Japan, and Korea. The range of ancient traditions and contemporary movements includes Ancestral Rites, Confucianism, Daoism, Shintō, Zen Buddhism, Pure Land Buddhism, Christianity, and Feminism. Each topic is studied through multiple modalities to facilitate success on assignments and hone communication skills.

Learning Outcomes

1. Distinguish between the various beliefs, practices, and historical contexts of East Asian religions
2. Describe beliefs, practices, and historical contexts of East Asian religions in appropriate terms
3. Use primary and secondary sources appropriately to discuss beliefs, practices, and historical contexts of East Asian religions
4. Find and evaluate the quality of internet sources on a topic in East Asian religions
5. Apply several different general approaches to studying religion
6. Reflect on how the use of different approaches impacts one’s own learning



University Regulations for All Humanities Courses

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found [here](#).

Academic Accommodation Policy

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System](#)

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and **in all cases this must occur no later than three (3.0) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. More information is available [in the calendar](#).

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online to the Registrar's Office no later than **three working days** after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [forms and fees page](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to the [Registrar's Office](#).

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#):

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration.
[More infomation](#)

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI and SAST Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)

Course Assessment

Quizzes	$10 \times 1\% = 10\%$
At the end of each content-based module of this course, students have two tries to successfully complete an automatically graded quiz each comprising 1-10 questions in multiple choice or drag and drop format. Each quiz will open at 11:55 p.m. of the Sunday before that week of the course begins and close at the week's end at 11:55 p.m. of the following Sunday.	
Discussion Participation	$3 \times 10\% = 30\%$
Students discuss how to best apply the assigned reading in order to explain a video of their choice. For each discussion, students choose one Topic and One Group and then post/respond/three (3) times according to the Guidelines for Discussion Forums (see below in ‘Instructor’s Policies). Each student will participate in three (3) discussions taking place, respectively, during Weeks 2-4, Weeks 6-9, and Weeks 10-12. Each discussion board will open at 11:55 p.m. of the Sunday before the first week and close at 11:55 p.m. on the last Sunday.	
Internet Sources Review	30%
Students use the assigned reading in this course as a point of comparison for internet sources’ definition and use of technical terms in the context of Chinese, Japanese, and Korean religions. Each review should be about 750 words, include specific page references to the assigned reading, and use the rubric for evaluating the reliability of online sources provided in the course module “Internet Sources Review.”	
Learning Reflections	30%
Over the course of the semester, students have six (6) opportunities to create journal entries that reflect on how the diverse approaches we are using to study religion affect their learning. At the end of the semester, each student chooses two (2) of these reflections and prepares them for submission along with a summary analysis to submit as a take-home exam. Each individual reflection submitted must contain at least three (3) specific facts and/or concepts about the religion studied and three (3) page references to assigned readings. The format for this take-home exam is flexible and can be entirely written, entirely video, or include a mix of visual, audio, and textual media, with the option of creating an ePortfolio.	
Required Reading	
All required readings are available as PDFs for free download from the course website: Oxtoby, Amore, and Hussain, eds. 2014. <i>World Religions: Eastern Traditions</i> . Oxford: Oxford University Press, 2014. pp. 265-285, 351-362, and 322-332. Confucius, <i>The Essential Analects: selected passages with traditional commentary</i> ; trans. Edward Slingerland. Indianapolis/Cambridge: Hackett Publishing, 2006, Chapters 1-3, pp. 1-9, 57-66. Zhuangzi, <i>Basic Writings</i> ; trans. Burton Watson. New York: Columbia University Press, 2003, Sections 1 & 3, pp. 23-30, 45-48. Dōgen Zenji, "Bendōwa (Negotiating the Way)," <i>The Heart of Dōgen's Shōbōgenzō</i> ; trans. Norman Waddell and Masao Abe. New York: State University of New York Press, 2002, pp. 7-14.	

Shinran Shōnin, “*Tannishō* (Lamenting the Deviations),” *The Collected Works of Shinran Vol.I: The Writings*; tr. Dennis Hirota. Kyoto: Jodo Shinshu Hongwanji-ha, 1997, pp. 661-666.

Yun Sung-Bum "Korean Christianity and Ancestor Worship" *Korea Journal* 13/2, February 1973, p. 17-21.

Kim Iryōp, “On New Year’s Day of the 25th Year after Joining the Monastery,” *Reflections of a Zen Buddhist Nun: Essays by Zen Master Kim Iryōp*; trans. Jin Y. Park. Honolulu: University of Hawai’i Press, 2014, pp. 78-86.

Recommended Reading

ON RESERVE at MacOdrum Library:

Margot Northey, *Making Sense: A Student's Guide to Research and Writing: Religious Studies*. Toronto: Oxford University Press, 2011.

Schedule

Weeks	Topics	Assignments	Deadlines
1	What is religion and how will we study it?	<ul style="list-style-type: none">Module 1 Quiz	Jan 13 11:55 p.m.
2	Introduction to Chinese Religions -WREAT 263-285	<ul style="list-style-type: none">Module 2 Quiz	Jan 20 11:55 p.m.
3	Confucianism -Confucius, <u>The Essential Analects</u> , Chapters 1-3 with commentary	<ul style="list-style-type: none">Module 3 Quiz	Jan 27 11:55 p.m.
4	Daoism -Zhuangzi, <u>Basic Writings</u> , Sections 1 & 3	<ul style="list-style-type: none">Module 4 QuizDiscussion Weeks 2-4	Feb 3 11:55 p.m.
5	Workshop: Internet Sources Review	<ul style="list-style-type: none">Join topic group for Internet Sources Review assignmentClaim two online sources by posting them to that topic's discussion board	Feb 10 11:55 p.m.

6	Introduction to Japanese Religions -WREAT 341-367	<ul style="list-style-type: none"> Module 6 Quiz 	Feb 17 11:55 p.m.
7	<i>Winter Break</i>		
8	Zen Buddhism -Dōgen, <u>Bendōwa</u> (Negotiating the Way)	<ul style="list-style-type: none"> Module 8 Quiz Post draft of Internet Sources Review assignment in your topic group to exchange with peer 	Mar 3 11:55 p.m.
9	Pure Land Buddhism -Shinran, <u>Tannishō</u> (In Lamentation of Divergences)	<ul style="list-style-type: none"> Module 9 Quiz Post completed Internet Sources Review assignment peer editing sheet to your topic group Discussion Weeks 6-9 	Mar 10 11:55 p.m.
10	Introduction to Korean Religions -WREAT 322-332	<ul style="list-style-type: none"> Module 10 Quiz 	Mar 17 11:55 p.m.
11	Christianity and Ancestral Rites -Yun Sung-Bum, "Korean Christianity and Ancestor Worship"	<ul style="list-style-type: none"> Module 11 Quiz Submit initial draft, peer editing sheet, and final draft of Internet Sources Review assignment 	Mar 24 11:55 p.m.
12	Feminism and Buddhism -Kim Iryōp, "On New Year's Day of the 25th Year After Joining the Monastery"	<ul style="list-style-type: none"> Module 12 Quiz Discussion Weeks 10-12 	Mar 31 11:55 p.m.
Week 13	Workshop: Learning Reflections Take-Home Exam	<ul style="list-style-type: none"> Submit outline of Learning Reflections Take-Home Exam to instructor for review 	Apr 7

Exam Period		<ul style="list-style-type: none"> Submit initial outline, instructor comments, and final draft of Learning Reflections Take-Home Exam 	Apr 27
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Instructor's Policies

Lateness. The policies regarding lateness are specific to each assignment. Discussion participation involves time-sensitive interactions with others and students have at least three weeks to participate in each Discussion. For these reasons, extensions cannot be given past the respective deadlines for each Discussion. If a student is granted late registration or has documented proof of mental/physical illness or family crisis, then a make-up assignment can be arranged to replace an entire Discussion grade. The Internet Sources Review will be reduced at a rate of one grade point (e.g. A to A-, A- to B+, and so on) per 24-hour period beginning at 12:00 a.m. midnight of the due date. The Learning Reflections Take-Home Exam is submitted in place of a formal exam, and so students must arrange for a formal deferral if they are unable to submit this exam by the end of the examination period. For all assignments, lateness for reasons of individual technical glitches must be penalized equally, and so students are advised to double-check their on-line submissions by closing their browsers after submission and then re-opening their submitted assignments on CULearn to make sure that the correct item has been successfully uploaded.

Appeals. If a student judges any mark on an assignment to be unfair, then appeals should be made within two weeks after the distribution of the mark. Unless the mistake is a calculation error, the grade appeal must include a paragraph written by the student to explain why a better mark is justified with reference to the grading rubric that is provided for all assignments within the course modules.

E-mail. The instructor is committed to responding to student e-mails within 48 hours. If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail. If a student asks a question that is not of a private nature, and that the instructor feels would benefit everyone, then the response can be a request for the student re-post the question in the Ask the Instructor discussion forum on the course webpage.

Discussion Forum Guidelines. These guidelines will be used to evaluate the quality of all contributions to the weekly Discussion Forums.

DO

- When expressing an opinion, use phrases like “The way I understand it” or “From what I’ve read” to show other students that you are open to discussion.
- Include specific examples to support your opinion, especially when agreeing or disagreeing with someone else’s post

- Make connections between the discussion topics and the assigned readings by referring to specific pages in the readings (e.g. Woo 2014, 268).
- Include thoughtful questions to show that you care what your classmates think.

DON'T

- Copy material from other course participants' posts. If you're not sure what you can add, contact the instructor or Academic Advising for support.
- Post about things that are completely unrelated to the coursework, like your personal plans for the weekend.
- Insult or make fun of posts or use sarcasm. If you disagree with a post, then explain why in a constructive and empathetic manner, i.e. Remember the Human: if you wouldn't say it to someone's face, then don't say it online.
- Get involved in flame wars—especially not over issues of spelling, grammar, FAQs, and so on. If things do flame up, remember that you can stand by what you said and still apologize for the way in which you said it.

Sources

- Carleton University. nd. "EDC: Online Discussions Tips for Students." Accessed February 27, 2017: <http://carleton.ca/edc/wp-content/uploads/Online-Discussions-Tips-for-Students.pdf>.
- Shea, Virginia. 1994. *Netiquette*, Albion Books. Digitized December 14, 2009.
- University of Phoenix. nd. "Going to Class: What is a substantive post?" and "Going to Class: Online discussions." Accessed February 27, 2017: <http://www.phoenix.edu/student-orientation/going-to-class.html>.

Additional Comments Regarding Student Supports

- Carleton's Centre for Student Academic Support has online resources to help you succeed. Facilitators can help you organize your schedule, plan your projects, and/or review your writing. There are also online workshops to brush up on personal and academic skills. Go to this link: <https://carleton.ca/csas/online-support/> to become a member of their online community.
- Fellow students and the instructor will be regularly checking the 'Ask Your Instructor Forum,' where you can receive general clarification on course content, assignment expectations, study procedures, and so on. Please describe your discussion topic as clearly as possible to facilitate other students' use of this important resource.
- The instructor holds weekly online office hours both in-person and on the course webpage through Big Blue Button, where students can get personalized feedback on assignments plans/outlines and discuss academic challenges or goals. If you have another commitment at these times, you can book a meeting outside of the regular office hours via the instructor's webpage at melanie.coughlin.youcanbook.me. If you can make none of the available hours, you can still contact the instructor via e-mail to work out another time at least one week in advance.
- Every Carleton student has access to free counselling services on campus and can book an appointment in person at Main Clinic Room, 2600 CTTC Building, or by phone (613) 520-6674.

If you are outside of Ottawa, then you can still find helpful resources on websites such as this one: <http://www.ementalhealth.ca/index.php?m=selectRegion>.

- Students with a documented disability, or who need advice on how to become documented, should refer to the Paul Menton Centre's website, <https://carleton.ca/pmc/>. Those who are registered with the PMC receive accommodations to support cognitive and/or physical disabilities and are encouraged to contact the instructor if they require a specific accommodation, such as an alternative assignment format, in order to best demonstrate their learning.