

The College of the Humanities
Religion Program: RELI 1716A; Summer Term
“East Asian Religions”

Instructor: Melanie Coughlin
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Office Hour: Mondays 4:30-5:30 p.m., PA 310A
Classes: Mondays and Wednesdays 6:05-8:55 p.m. TB 213

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 a variety of 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 the application of these general approaches with respect to one’s own learning

Course Assessment

Note: Formal assessments are supported by non-graded activities to scaffold student learning.

In-Class Participation 10%

Students will be graded on the quality and quantity of their in-class participation in the class discussions and scaffolding activities that help prepare for quizzes and assignments. See the 'Instructor's Policies' section for in-class discussion guidelines.

In-Class Quizzes 3 x 10% = 30%

There will be three in-class quizzes – one for Chinese religions, one for Japanese religions, and one for Korean religions. The quizzes will be multiple choice and will test for terminology and historical context appropriate to the study of East Asian religions.

Internet Source Review Group Presentation 30%

In groups, students use the course materials as a point of contrast, comparison, and critique of internet sources' definition and use of technical terms in the context of Chinese, Japanese, and Korean religions. Each student will participate in one group presentation over the course of the semester. Some in-class time will be given to liaise with group members and prepare presentations. All presentations will be in-class.

Learning Reflections 30%

Over the course of the semester, students have six opportunities to draft journal entries that reflect on how the diverse approaches we are using to study religion affect their learning. Each of these reflections must use accurate information from the class quizzes and engage with the assigned readings. At the end of the semester, each student chooses two of these reflections to submit along with a summary analysis. The format for this assignment 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. *World Religions: Eastern Traditions*. Oxford: Oxford University Press, 2014. pp. 265-285, 351-362, and 322-332.

Confucius, *The Essential Analects: selected passages with traditional commentary*; trans. Edward Slingerland. Indianapolis/Cambridge: Hackett Publishing, 2006, Chapters 1-3, pp. 1-9, 57-66.

Zhuangzi, *Basic Writings*; trans. Burton Watson. New York: Columbia University Press, 2003, Sections 1 & 3, pp. 23-30, 45-48.

Dōgen Zenji, "Bendōwa (Negotiating the Way)," *The Heart of Dōgen's Shōbōgenzō*; 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.

Class Schedule

<i>Dates</i>	<i>Topics</i>
July 4	What is religion and how will we study it?
July 9	Introduction to Chinese Religions -WREAT 265-285
July 11	Confucianism -Confucius, <u>The Essential Analects</u> , Chapters 1-3
July 16	Daoism -Zhuangzi, <u>Basic Writings</u> , Sections 1 & 3
July 18	Introduction to Japanese Religions -WREAT 341-367
July 23	Zen Buddhism -Dōgen, <u>Bendōwa</u> (Negotiating the Way)
July 25	Pure Land Buddhism -Shinran, <u>Tannishō</u> (In Lamentation of Divergences)
July 30	Introduction to Korean Religions -WREAT 322-332
August 1	Christianity and Ancestral Rites -Yun Sung-Bum, "Korean Christianity and Ancestor Worship"

August 8	Feminism and Buddhism -Kim Iryöp, “On New Year’s Day of the 25th Year After Joining the Monastery”
August 13	Workshop: Learning Reflections Take-Home Exam

Assignment Schedule

<i>Assignment Titles</i>	<i>Deadlines</i>
- Group Presentations on Chinese Religions *note: each student will only present once	Monday, July 16
- In-Class Test MCQs on Chinese Religions	Wednesday, July 18
- Group Presentations on Japanese Religions *note: each student will only present once	Wednesday, July 25
- In-Class Test MCQs on Japanese Religions	Monday, July 30
- Group Presentations on Korean Religions *note: each student will only present once	Wednesday, August 8
- In-Class Test MCQs on Korean Religions	Monday, August 13
- Outline of Learning Reflections	Monday, August 13
- Take Home Exam: Learning Reflections	Friday, August 24

Instructor’s Policies

Lateness. The policies regarding lateness are particular to each assignment. The Internet Source Review group presentations are due in-class on the day assigned to them and so extensions cannot be arranged, but a make-up assignment can be arranged on an individual basis with appropriate documentation. The Learning Reflections assignment is submitted in place of a formal exam, and so students must arrange for a formal deferral if they are unable to submit this

assignment by the end of the examination period. Lateness for reasons of a technical glitch must still be penalized equally, and so students are advised to double-check their on-line submissions by thoroughly checking their submissions on CULearn to make sure that the correct item has been successfully submitted. If unsure, it is permissible to send a back-up copy by e-mail.

Appeals. If a student judges any of her or his marks 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 simple mistake in calculation, 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 will be a request for the student re-post the question in the Ask Your Instructor discussion forum on the course webpage.

In-Class Discussion Guidelines. These guidelines will be used to evaluate the quality of all contributions to in-class discussions.

DO

- Explain why you agree or disagree with the instructor's question or another student's contribution, and include specific examples to support your belief
- Make connections between the discussion topics and the assigned readings
- Suggest ways that you and your classmates can apply lessons from the class to your everyday life
- 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 thoughtful questions in your response to show that you care what your classmates think

DON'T

- Bring up topics that are completely unrelated to the coursework, like your personal plans for the weekend
- Insult or make fun of other students' contributions or speak sarcastically. If you disagree with someone, then it's important to explain why in a constructive and empathetic manner

Student Supports

- Carleton's Centre for Student Academic Support has 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 this community.

- The instructor holds weekly in-person office hours, where students can get personalized feedback on assignments plans/outlines or discuss personal challenges. If you have another commitment at the regular time, you can book a meeting outside of the regular office hours via e-mail. Meetings outside of the regular time will take place in the Online Meeting Room on the course webpage via Big Blue Button.
- 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.
- 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 or physical disabilities and are encouraged to contact the instructor if they require a specific accommodation, such as an alternative assignment format or an extended deadline, to best demonstrate their 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 on <https://carleton.ca/registrar/academic-integrity/#AIatCU>.

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).

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 Chart](#)

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 Exams

Students who do not write/attend a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination.

1. be made in writing 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](#).

The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance.

More information can be found [in the calendar](#).

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

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA.

NEW FALL 2017: WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term. Students may withdraw on or before the last day of classes.

Dates can be found here: <http://calendar.carleton.ca/academicyear/>

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 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](#)