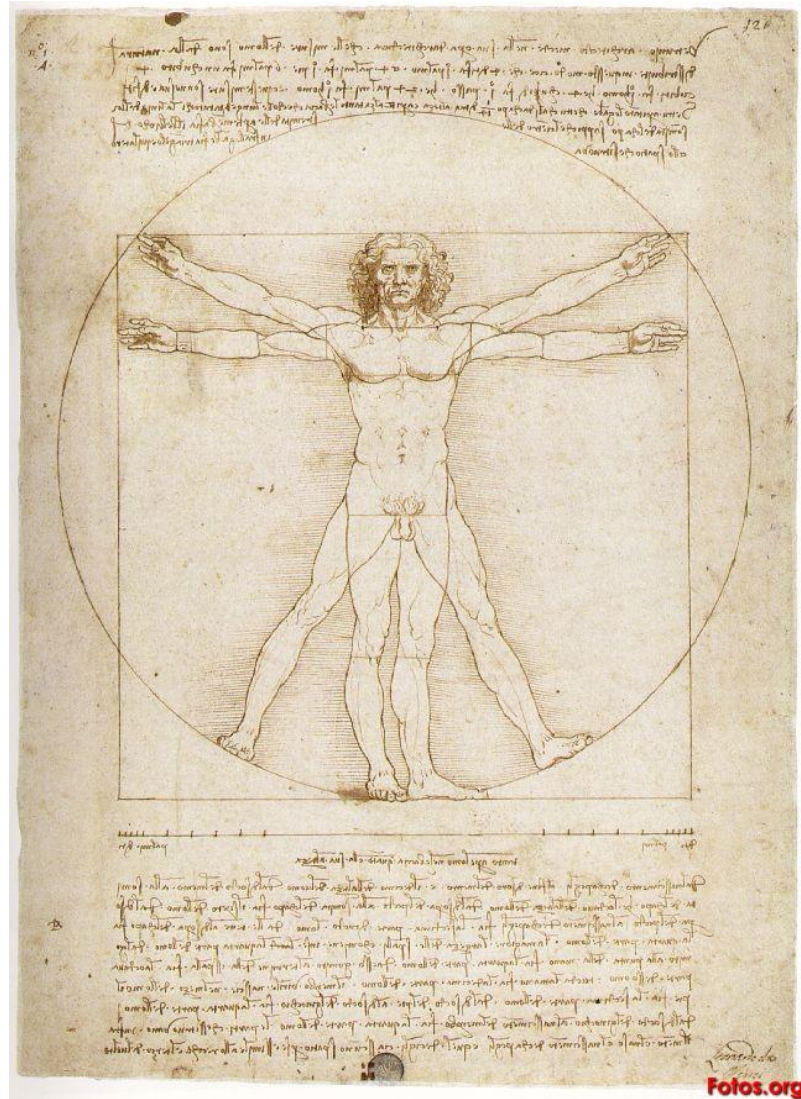


RELI 328

Religion and Human Biology



SCHOOL OF ART HISTORY, CLASSICS & RELIGIOUS STUDIES
VICTORIA UNIVERSITY OF WELLINGTON
Trimester one, 2008

RELI 328

Religion and Human Biology

Course co-ordinator: Dr Joseph Bulbulia, HU 322, tel: 463 5043

joseph.bulbulia@vuw.ac.nz

Lectures: Time Monday 2 :10 – 4:00pm

Location : HU 220

Tutorials: tba

Religious Studies is in the Hunter Building. The programme administrator, Alik Kalliabetsos, is in HU 318 (ph. 463 5299, email: aliki.kalliabetsos@vuw.ac.nz).

Notices regarding the course or any information on changes will be posted on the department notice board outside her office.

Office Hours: The main office is open **Monday - Thursday, 9.30am – 12:00 and 2:00 -3.30pm**. You may meet with Dr Bulbulia during his office hours **Fridays 2-3pm** or by appointment .

Course outline

1 The course objectives:

This course introduces students to advanced work in the evolutionary psychology of religion. Topics include religion and genetics, the neuropsychology of religious experience, cognitive theories of ritual, the religious imaginations of children, the connection between morality and religion, religious healing, and the relevance of group selection and cultural evolution to the naturalistic study of religion. Prior coursework in psychology, biology or religious studies (especially reli 226) will be helpful, but not required.

By the end of the course you will:

- Understand the studies and debates animating the biological study of religion.
- Be able to better read and evaluate arguments based on scientific evidence.
- Be better able to construct an argument based on scientific evidence.
- Be better able to express your ideas verbally and in writing.

2 The lecture programme follows. Lectures may be varied from time to time. As much notice as possible will be given when changes occur and, if necessary, a revised programme will be issued at lectures.

3 Tutorials are held weekly and attendance at 80% of these is mandatory. Tutorials deal with topics which complement the lecture programme and they provide an opportunity to discuss aspects of the course in a small group and develop your ability to contribute to discussions.

4 The course is internally assessed by means of the following assignments: two written pieces, 8 short quizzes, one class test, as follows:

- **1 detailed final-essay outline: 1000 words, due 11th April 2008, worth 20% of the final grade.** [Instructions to follow in class and on blackboard.]
- **1 final essay of 4000 words, due 16th May 2008, worth 30% of the final grade.** [Instructions to follow in class and on blackboard.]
- **5 weekly quizzes (top 4 counting for the final quiz mark) worth 10% of the final grade.**
- **a class test worth 40% of the final grade on 26th May 2008.**

The mandatory course requirements are as follows: The completion of the final test, submission of a detailed essay outline and a final essay, attendance at

80% of tutorials. Much new material will be introduced each lecture, making attendance necessary to successful completion of the course.

5 The assessment of this course relates to these objectives in the following ways:

The essays encourage students to pursue their own interests in the biology of religion through formulating their own research question(s) in an exploration of primary and secondary sources. In the essays, students will be exposed first-hand to the issues raised in scholarly analysis and will develop the knowledge and the skills necessary to critically evaluate scholarly studies of materials they have studied for themselves.

The class test allows students to demonstrate their grasp of the material covered in the course and their understanding of the themes addressed, and creates an opportunity to review and reflect on what they have learned in the course as a whole.

6 Required Text: There required text is available from student notes:

Bulbulia, J., Sosis, R., Genet, R., Harris, E., Wyman, K., & Genet, C. (2007). *The Evolution of Religion: Studies, Theories, and Critiques*. Santa Margarita, CA: Collins Foundation Press.

7 Work-load (Recommendation of the Faculty of Humanities and Social Sciences): For 300-level 24 points one trimester courses, 16 hours per week are recommended. An average student should spend 13 hours per week for preparation, reading and writing in addition to attendance at lectures and tutorials.

300 – level

1 trimester

24 points

16 hours

8 Aegrotat regulations apply to internally assessed courses. Students who cannot submit or complete the course requirements due to illness or some other impairment should inform the programme administrator immediately and present the appropriate documentation.

9 Taping of Lectures: All students in the School of Art History, Classics and Religious Studies are welcome to use audio-tapes to record lectures. If you want to do this, please see your lecturer, tutor or the relevant programme administrator and complete a disclaimer form, which advises of copyright and other relevant issues.

10 General University statutes and policies

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the VUW homepage at:

http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically at:

http://www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

11 Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set

out in the Academic Grievance Policy which is published on the VUW website at:

www.victoria.ac.nz/policy/academicgrievances

12 Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.victoria.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.victoria.ac.nz/policy/staffconduct

13 Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

14 Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.victoria.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

15 Use of Turnitin: Student work provided for assessment in this course *may be* checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.* You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

16 Class representatives: Class representatives are elected in the first week or two of the term. They are supported by the VUW Students' Association, and have a variety of roles, including assistance with grievances and student feedback to staff and VUWSA. Contact details for your class rep will be listed on the Religious Studies notice board.

17 Aegrotat regulations apply to internally assessed courses. Students who are ill, or who have difficult personal circumstances may be having problems completing assessment. The aegrotat provisions apply to all courses and apply to assessment which falls within the last three weeks of teaching or the final examination period, including preparation time for final tests and examinations. Aegrotat provisions are detailed in section 4.5 of the Assessment Statute (*2007 Calendar*, p. 96) and also on p. 23 of the *2006 Assessment Handbook*.

Students can refer to the University's website for further information:

<http://www.vuw.ac.nz/timetables/aegrotat.aspx>.

Application forms and information pamphlets should be obtained from the Faculty Student and Academic Services Office (MY 411) or the Manager, Student & Academic Services (MY 410).

18 Student Learning Support Services: A range of workshops, drop-ins and other assistance is provided by SLSS, covering such things as study techniques, essay writing, exam preparation and note taking skills. They are at 14 Kelburn Parade, tel: 463 5999

19 Supplementary Materials: A website of materials related to RELI 328 is being maintained in Blackboard. You can find it by visiting <http://blackboard@vuw.ac.nz>. Your user name is the one issued to you by Student Computing Services. Your password is your Student ID Number. If in doubt, please contact the Student Computing Services Help Desk, 463-6666 (extension 6666 from VUW phones) or by email scs-help@vuw.ac.nz

20 Evaluation: This course will be evaluated by UTDC.

Lecture programme

Lecture programme and required readings: The required readings are essential background for the lectures / tutorials and should be completed **before each lecture**. The readings will be further discussed in the tutorials. Most of the readings are found in:

25th February Religion and Human Biology

- Definitions of terms
- Scope of study
- Darwin's theory

3rd March Archaeology and the origins of symbolic culture.

- Relevance of archaeology
- The Data
- Debates

10th March Religion in our Genes, Memes, Groups?

- Behavioural Genetics after Nature.v. Nurture has died
- Role of genes in building minds
- Memes and Genes: our dual inheritance.

17th March Religion in our Brains?

- Parietal lobes
- Frontal cortices
- Philosophical implications

24th March No lecture - Easter Monday

31st March Religion in Mind?

- Cognitive Science
- Modularity
- Anthropomorphism

7th April Religion in our Bodies?

- The Body and Memory
- Episodic Memory/Semantic Memory
- Religion and health

28th April Religion and Friends (cooperation)

- The evolution of cooperation
- Ritual and cooperation
- Belief and cooperation

5th May Religion and Sex

- Sexual Selection
- The Bowerbird Hypothesis
- Critiques

12th May Religion and Neighbours (theology)

- The problem of cooperation in groups
- The hand grenade experiment.
- Theology

19th May Religion and Communities

- Religion and Group Selection
- Religious and Cultural Group Selection
- Cognitive Niche Construction

26 May: FINAL TEST

Essays and Assignments

1 Essays and assignments must be placed in the locked assignment box located near the administrator's office and students must date and sign the essay register when submitting an essay. **No responsibility will be taken for assignments for which there is no record. Students should keep a copy of all their work until it is returned.**

2 Due dates:

The essay outline is to be submitted by **11th April 2008**

The research essay is to be submitted by **16th May 2008**

The class test will be held **26th May 2008**

3 Penalties for late essays / assignments:

- 1 percent per 24 hours will be deducted for late essays.
- essays submitted more than two weeks late will not be accepted for assessment unless prior written arrangement has been made with the lecturer.

Essays submitted late due to medical reasons must be given to the programme administrator accompanied by a doctor's certificate.

4 Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely.

Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html

- 5 **For guidance in essay writing** and presentation of bibliographies please refer to Religious Studies guidelines for essays, attached.

Topics and essay advice will be posted on Blackboard within the first several weeks of term.

How to cite books, articles and internet resources for essays in Religious Studies

It is mandatory to use a correct citation style in academic writing. The departmental standard in Religious Studies at VUW is the version of Chicago Style most usually found in the humanities, as defined in *The Chicago Manual of Style 15th ed. rev.* (University of Chicago Press, 2003). The full guide (a hefty volume) is available in the VUW library (ask at the Reference desk), at Call No. Z253 C532 15ed. However, the following information will be sufficient for most of your basic needs.

NOTE that the citation style differs for a footnote and the bibliography at the end of your essay. For each type of source, we have listed each example in both forms.

NOTE ALSO that this format is (confusingly) often NOT followed exactly in your Course Outline! This problem will be rectified in future years; for the present, please do not use the Course Outline citations as your model.

Some of the details used in these examples have been modified, and some sources therefore do not really exist in the form given below.

Book – single author

Footnote:

T. N. Madan, *Non-Renunciation: Themes and Interpretations of Hindu Culture* (Oxford: Oxford University Press, 1987), 38.

Bibliography:

Madan, T. N. *Non-Renunciation: Themes and Interpretations of Hindu Culture*. Oxford: Oxford University Press, 1987.

Book – two or three authors

Footnote:

Richard H. Robinson and Willard L. Johnson, *The Buddhist Religion: An Historical Introduction* (Belmont, California: Wadsworth, 1997), 113.

Bibliography:

Robinson, Richard H., and Willard L. Johnson. *The Buddhist Religion: An Historical Introduction*. Belmont, California: Wadsworth, 1997.

Journal article – single author

Footnote:

Abe Masao, trans., "Shobogenzo Genjokoan," *The Eastern Buddhist* 5:2 (October 1972): 132.

Bibliography:

Abe, Masao, trans. "Shobogenzo Genjokoan." *The Eastern Buddhist* 5:2 (October 1972): 129-140.

Journal article – two or three authors

Footnote:

Helen Hardacre and Abe Yoshiya, "Some Observations on the Sociology of Religion in Japan: trends and methods," *Japanese Journal of Religious Studies* 5:1 (1978): 18.

Bibliography:

Hardacre, Helen, and Abe Yoshiya. "Some Observations on the Sociology of Religion in Japan: trends and methods." *Japanese Journal of Religious Studies* 5:1 (1978): 5-27.

Web site**Footnote:**

Bhikkhu Thanissaro, trans., "Bhikkhu Patimokkha: The Bhikkhus' Code of Discipline," <http://www.accesstoinsight.org/tipitaka/vin/sv/bhikkhu-pati.html> (accessed July 26 2006).

Bibliography:

Bhikkhu, Thanissaro, trans. "Bhikkhu Patimokkha: The Bhikkhus' Code of Discipline." <http://www.accesstoinsight.org/tipitaka/vin/sv/bhikkhu-pati.html> (accessed July 26 2006).

How to cite in the body of your essay

When you refer to one of your sources in the course of your argument, you should always give your source in a footnote, which is indicated by a superscript number attached to the appropriate part of the sentence. Note that some other stylistic conventions use what is called "in-text citation", where references are given in parentheses at the end of the sentence; you will see this method of citation often as you read. **HOWEVER, IN-TEXT CITATION IS NOT PART OF THE CHICAGO STYLE INTRODUCED HERE**, and you should consistently use footnotes indicated by superscript numbers ONLY.

Footnote style has been given above. Note that footnote numbers should always come *after* any punctuation mark at the end of the word they attach to; thus, it is correct to write a footnote like this,¹ but wrong to write it like this². One of the advantages of superscript numbered footnoting is that it allows you to make tangential comments, as in this example.³

When you refer to the same source several times in a row,⁴ you can use *Ibid* and the page number.⁵ If it is the same page number, then *Ibid.* is sufficient.

If you cite source A, then cite one or more other sources,⁶ and then return to source A,⁷ it is best to repeat only the author's name,⁸ a shortened title, and the page number cited,⁹ rather than to repeat the full citation.

In other words, only use abbreviated citations where you are citing the same source more than one time. Avoid old abbreviations like *loc. cit.*, *op. cit.*, and so on, which can require the reader to keep track of sources over a number of references and pages, and are thus confusing.

¹ Random footnote.

² Random footnote.

³ Constance Prevarication, *The Book of Tangential Comments* (Dargaville: Primrose Path Publications, 2004), 27. It is interesting to note that in this recent work, Prevarication reverses her previous hard-line stance on the literary sidetrack, and not only countenances it in principle, but herself indulges in it extensively in practice.

⁴ *Ibid.* [this means it is page 27 exactly like the preceding footnote]

⁵ *Ibid.*, 36. [This means it is the same source with a different page number]

⁶ T. N. Madan, *Non-Renunciation: Themes and Interpretations of Hindu Culture* (Oxford: Oxford University Press, 1987), 38.

⁷ Richard H. Robinson and Willard L. Johnson, *The Buddhist Religion: An Historical Introduction* (Belmont, California: Wadsworth, 1997), 113.

⁸ T. N. Madan, *Non-Renunciation*, 38-40

⁹ Richard H. Robinson and Willard L. Johnson, *The Buddhist Religion*, p. 113.