



RELI 103

Paths to Enlightenment: Introducing Asian Religions

Religious Studies

School of Art History, Classics and Religious Studies

Trimester 2, 2010

July 12 – November 13

RELI 103

Paths to Enlightenment: Introducing Asian Religions

READ THIS OUTLINE! It will be assumed that its contents have been communicated to students, and ignorance of information contained in it will not be considered an excuse for failure to meet the course requirements.

Course co-ordinator:	Michael Radich 463 9477, HU 216, michael.radich@vuw.ac.nz
Tutors:	TBA
Where and when:	Lectures: HMLT 105 Tuesday 1:10-3:00 p.m.
Tutorials:	Times and Seminar Room TBA.
Teaching Dates:	12 July to 15 October 2010
Mid-trimester break:	23 August to 5 September 2010
Study Week:	18 to 22 October 2010
Beginning of aegrotat period:	Monday 27 September
Withdrawal dates:	Information on withdrawals and refunds may be found at http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx

Religious Studies is at Hunter. The programme administrator, Alikali Kalliabetsos, is in HU 318 (ext 5299), 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. Notices will also be communicated to students via emails sent from Blackboard. Students who do not use their assigned student.vuw.ac.nz email addresses should ensure that ITS has an up-to-date email address, and that they check this address regularly.**

Office Hours: The main office is open Monday - Friday, 9.30 - 12:00 noon and 2:30 - 3.30 pm. You can arrange to meet with Michael Radich by appointment, and he will also answer all emails promptly.

Course outline

1 **The course aims:**

This course will focus on contemporary beliefs, practices and forms of religiosity in the cultural regions of South and East Asia. The course aims to introduce class participants to the practical dimensions of Asian religion.

The paper uses a mixture of lectures and small-group discussions to make connections between theory and lived religious experience.

The course also aims to improve students' skills in critical thinking, creative thinking and communication.

This course is designed as an integral combination of lectures, readings, tutorials, and assigned work. These components are complementary, not redundant, with one another; and ALL

components of the course are necessary for students to do well. It is thus recommended in the strongest possible terms that students do the reading, attend all lectures and tutorials, and keep up with the required work for the course.

2 The main learning objectives for this course are threefold:

- a. to impart knowledge of historical and contemporary forms of religious practice in South and East Asia;
- b. to teach the study of religion as a critical discipline; that is, to examine the political, economic, and social dimensions of religious activity;
- c. to help the students develop their research and writing skills, their ability to make and defend arguments, and their critical awareness.

3 Rationale for assessment: The assessment of this course relates directly to these objectives.

- i. **The tutorial assignments** are to be short (one page maximum) written responses to that week's required readings and lectures. They ensure that students read and think about the required readings prior to tutorial discussion. They also provide continuous feedback to students on their level of understanding and their development of the analytical skills required in the essays.
- ii. **The essays** allow students to apply their analytical skills to information retrieved through library research on a set topic. Essays demonstrate the students' level of proficiency in finding, understanding, and using sources. They develop the skills of critical reading, analysis and organizing material necessary for continued study. The process also gives them the opportunity to develop a more in-depth knowledge of an area covered in the lectures and weekly readings.
- iii. **The quizzes** This course is designed as an integral set of complementary readings, lectures, tutorials and assigned work. The quizzes give an incentive to do the readings and attend lectures, and reward students for doing so.
- iv. **The test** allows students to demonstrate their knowledge and understanding of the material presented in the course and allows students the opportunity to reflect on their learning process throughout the term.

Students who do not understand the grades they have been assigned or are concerned about their progress are encouraged to meet with the marker for a discussion.

4 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.

Lectures are an essential part of the course, and your attendance is encouraged in the strongest possible terms. **Lectures do not merely repeat the content of the readings**; rather, the course is designed as an integrated combination of complementary lectures, readings and tutorials, and *all* components are necessary for students to do well.

5 Tutorials deal with topics which complement the lecture programme. They provide an opportunity to discuss aspects of the course in a small group and develop the ability to contribute to discussions.

Rationale: why do we require tutorial assignments? Over the course of the trimester, we require students to submit a total of **four** written responses to the readings. These responses are submitted to your tutor at tutorials. These responses should not exceed one page in length and need only address the required readings. They will be marked according to the criteria below and returned to students the following week. These written responses are designed to accomplish the following four objectives, each of which is vital to successful completion of the course:

- They give students a regular, small-scale (low-risk) opportunity to practice good academic writing, and receive feedback on their writing to help them improve.
- They ensure students are keeping up with the required readings and enable teaching staff to monitor student progress.
- They provide students the opportunity to develop critical reading skills (i.e. a focus on the material most pertinent to the question).
- They develop students' analytical skills.

Assessment for Tutorial Assignments

The marker will assign each tutorial assignment a mark out of ten. A mark below 5/10 indicates that the work is unsatisfactory, i.e. that the student shows no sign of actually having read the work set; or has failed to comprehend adequately; or has failed to answer the set question. Marks from 5/10 to 10/10 are assigned according to the relative merit of the answers. The ideal response, which will receive full marks, shows ample evidence of having read and clearly understood the assigned material; is clearly written; and gives an original, well-thought-out response to the readings and the question.

NOTE: The tutorial assignments are a great chance to boost your grades! In no other section of the course (essays and test) is it likely that even the best students will receive perfect marks. Thus, if you just do the readings; write a careful, thoughtful response; and hand it in on time, you will usually raise your final grade.

The marks for each assignment will be added up and averaged to calculate the 10% of the overall grade delegated for tutorial assignments. Missing assignments will receive 0/10. Assignments one week late will be docked 1/10; assignments two weeks late will be docked 2/10. Assignments more than two weeks late will be accepted only with medical documentation, and will otherwise receive zero. Students are reminded that even when their work becomes unacceptably late and will not receive a mark, they must still compete four tutorial assignments to complete the course.

The mandatory requirements for this course are submission of all required work for assessment and attendance at 80% of tutorials.

6 **The course is internally assessed** by means of two essays, four tutorial assignments, four in-class quizzes and one class test, as follows:

- **two essays, 1,500 words in length, each worth 25%** of the final grade.

Essay 1 due FRIDAY AUGUST 20 2010, 5 p.m.

Essay 2 due FRIDAY OCTOBER 1 2010, 5 p.m.

Essays are to be submitted to the assignment box outside the Religious Studies office (HU 318). Please make sure you sign the sheet to document that you submitted your assignment, and when. The essays must be submitted also to Blackboard.

- **four tutorial assignments;** short (one page) weekly written assignments to be submitted **at each tutorial**, collectively worth **10%** of the final grade.
- **four brief, simple quizzes** on the content of the readings, administered during lectures, collectively worth **10%** of the final grade.
- **a class test lasting 1 h 50 m in class time on Tuesday October 12**, worth **30%** of the final grade.

7 **Required text:** There is no set textbook. The *RELI 103 Course Reader* should be obtained from the Student Notes shop at a cost of approximately \$35.

8 **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

In this course we will use the software "Turnitin" to check all student work for Plagiarism

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 head of 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 is not made available to any other party.

- 9 Work-load (Recommendation of the Faculty of Humanities and Social Sciences):** For 100-level 20 points one trimester courses, 13 hours per week are recommended. An average student should spend 10 hours per week for preparation, reading and writing in addition to attendance at lectures and tutorials.

[100 – level 1 trimester 20 points 13 hours]

- 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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

- 11 Taping of Lectures** All students in Religious Studies are welcome to use audio tapes to record lectures. If you want to do this, please see your lecturer, tutor or the administrator and complete a disclaimer form which advises of copyright and other relevant issues.
- 12 Class representatives** Class representatives are elected in the first week or two of the trimester. They are supported by the VUW Students' Association, VUWSA, and have a variety of roles, including assistance with grievances and student feedback to staff and VUWSA. Contact details for your staff rep will be available from Blackboard and the Programme administrator.
- 13 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 Level 0, Kirk wing on the Hunter Courtyard, tel: 463 5999.

14 Supplementary Materials A website of materials related to Reli 103 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 or by email scs-help@vuw.ac.nz.

15 Guidance in essay writing and presentation of bibliographies Please refer to Religious Studies guidelines for essays, attached.

16 Evaluation This course will be evaluated by UTDC

Lecture Programme

The lectures (HMLT 105, Tuesday 1:10-3:00 p.m.) constitute the core of the course. The readings supplement the lectures, but are *not* a substitute for them (nor vice versa). As lecture material is crucial for both the class test and the essays, it is important that students *both* attend all lectures *and* do all readings.

Week 1: July 13

First hour:

Introduction the Course: a few big questions

Is there anything special about Asian religions, that all of them share, but that marks them out as distinct from other groups of religions in the world? If so, what? If not, why are we studying Asian religions as a group? What biases and misunderstandings do we need to be careful of in approaching Asian religions, or indeed, Asian cultures in general?

Unit One: Questions in the Pre-modern History of Asian Religions

We begin the course by looking at some basic questions in the study of Asian religions. How did religions look at the dawn of history in Asia? What are the similarities and differences between the religions of the two largest and oldest major civilisations in the region – India and China? How were religions changed by the advent of more "universal", second-wave religions, with named founder figures (e.g. the Buddha, Confucius), and with bodies of explicit stipulative texts (the Buddhist scriptures, the Confucian *Analects* and "classics" etc.), arguing that adherents should adopt a significantly different worldview? How did Buddhism grow and change to eventually fulfil the role of the only pan-Asian religion – only to eventually die out in its homeland, India, leaving the Buddhist world in the second millennium "hollow in the middle"?

Second hour:

Vedic religion as seen through the *Aśvamedha* ritual

The oldest texts in India are religious texts – the Vedas, dating in part as early as 1500 B.C.E. (some were probably produced as late as 500 B.C.E.), which centre on chants, received directly by seers from the gods, that were used as the central recitation texts for a complex range of religious rituals, especially sacrifices. Thus, in many senses, the oldest historical information we have about Indian civilisation as a whole is religious, and our picture of early historical India is seen through a religious lens. What kind of religious culture can we see in these old texts? How is it similar to, or different from, other religious cultures? How did it set the tone for later Indian religiosity? What might it say about Indian civilisation as a whole, or about culture at the dawn of history worldwide, that these first texts *are* centred on religion in this manner?

Week 2: July 20

First hour:

Bronze-Age Chinese religion and ritual

The oldest Chinese texts we possess date from the Shang 商/Yin 殷 dynasty (c. 1600-1046 B.C.E.), i.e. the second half of the second millennium B.C.E. As in the Indian case, these texts derive from a religious context. But they are texts of a very different kind – *jiaguwen* 甲骨文, i.e. records of

prognostication rites, written on turtle shells and cow scapulae (mostly). What kind of religious culture can we see in these old texts? How is it similar to, or different from, other religious cultures? In particular, how is it similar to, or different from, the Indian case at a similar time in history? How did it set the tone for later Chinese religiosity?

This period at the dawn of history, in both India and China, was also a period of significant growth in the centralised power of the state, social stratification, and the geographic extent of political organisations. The comparison between India and China in this regard also raises interesting questions about the basic relationship between religion and political power – questions that have endured, in one form or another, through the remainder of history.

We can also consider the comparison between India and China in this regard as a case study in the problem of comparison as a method of study. Are comparisons useful in studying religions? In terms of what more general categories are we supposed to formulate our comparative questions? What do we learn from comparisons?

Second hour:
Confucius and the *Analects*

Confucius 孔子 is probably the most famous Chinese person of all time, and still probably the most famous Chinese person in the world (except perhaps for Chairman Mao). But who was he? What kind of teaching, or practice, did he advocate? What kind of text is his *Analects* 論語 (apart from being the inspiration for all those "Confucius say" jokes?). Is there a difference between what Confucius himself taught, and Confucianism? Are either of these things (Confucius's teaching, or Confucianism) religions? If not, what are they? And where did the name "Confucius" come from anyway – it hardly sounds Chinese, surely?

Week 3: July 27

First hour:
Indispensable library skills for undergraduate work in Religious Studies

<p>Library Skills: Lecture this week will feature a guest appearance from Tony Quinn of the VUW library, who will introduce you to resources in the library and the skills you need to use to write good essays.</p>

The library is a huge and valuable resource that you have at your fingertips (free!) for the duration of your education. Making good use of it, and acquiring the skills to do so, is an indispensable part of your education. **Don't squander this opportunity. Be strong – say "No" to the Internet (especially Wikipedia and Google) and get into the library!**

This session, from a specialist librarian whose entire job is to make it easier for you, will show you how.

Second hour:
Basic Buddhism

Buddhism is one of the largest religions in the world (perhaps 370 million adherents), and may be the largest and fastest-growing non-Western religion of conversion among Westerners. What is it?

What do Buddhists believe, or teach, or do? Is there any common core to the Buddhist religion, or should we actually speak about plural *Buddhisms*? Is Buddhism actually a religion anyway?

Week 4: August 3

First hour:
Essay writing

ESSAY WRITING: Significant class time this week will be devoted to discussion of how to enhance your essay-writing (and maximise your marks!).

Essay writing is one of the most important components of your entire education. It develops key skills like

critical thinking (in analysing your materials);
creative thinking (in conceiving of an **original argument**); and
communication (in articulating your ideas).

It is also a skill that can make a huge difference to your marks (and your future employment prospects), and one of the most durably useful things you will carry away from your education for us throughout the remainder of your life. In other words, **it's really important!**

In this course, we work hard to help you improve your essay writing, through the tutorial assignments and essays, and the feedback we give you on them. We also **tell you exactly what we are looking for and how to do it**, and that is what this session is for.

Second hour:
Mahāyāna Buddhism: the case of Pure Land Buddhism

Buddhism is famously supposed to be divided into the Mahāyāna and the so-called "*hīnayāna*" (the "greater" and "lesser" vehicles). We will see that, strictly speaking, *hīnayāna* in a sense does not exist – it is a figment of the Mahāyāna imagination! What about the Mahāyāna, then? In this lecture, we will look at this collection of multiple large Buddhist movements that emerged beginning at the dawn of the Common Era, and how it differs from the Buddhism that came before it, or the Buddhism of historical South Asia (Theravāda). We will look particularly at the case of Pure Land Buddhism, which challenges many of our stereotypes about Buddhism – it centres on the depiction of and aspiration for a place a lot like Heaven; it invokes the immense spiritual powers of saviour Buddhas and *bodhisattvas*; salvation depends a lot on grace; it seems to recognise, and indeed depend centrally upon, a mechanism for circumventing the law of *karma*; and so on.

Week 5: August 10

First hour:
Religious transmission and cultural change: the case of the Sinification of Buddhism

Buddhism was arguably the most successful missionary religion in the world in the pre-modern era, eventually spreading to cover the vast majority of historical Asia (i.e., in pre-Columbus terms, over half "the world"). As it spread, it encountered a mind-bogglingly diverse range of cultures, languages and other religions, and it was transformed and adapted in the course of these encounters. In this

process, we see many instances of one of the most general and interesting problems in the history of religions – how religions change when they move across cultural boundaries. In this lecture, we will look at how Buddhism changed in perhaps the largest single cultural leap it made, and perhaps one of the largest such leaps made by any religion before the modern world – its entry into the vast, old civilisation of China.

Unit Two: The Social and Personal Practice of Asian Religions

Religions are not just about ideas, though there has been a misleading tendency in the West, and at times in the study of religion historically, to assume that ideas (beliefs) are the most important defining features of a religion. In this unit, we look at some important aspects of religions in practice.

[Week 5: August 10 cont.]

Second hour:

Women in traditional Indian society

The first aspect of practice we will look at is the ordering of the social world in conformity with certain religious ideas, through the case-study of gender roles. In the next two one-hour segments, we will examine important religious attitudes towards women in India and China. First, we will look at the place of women as dictated by the *Ordinances of Manu*, an extremely influential text in Hinduism (cont. below).

Week 6: August 17

First hour:

Women in traditional Confucian society

In this hour, we look at stipulations about the proper role and place of women in the Confucian tradition, especially in the extremely influential *Book of Filial Piety for Women*.

When we examine these Hindu and Confucian conceptions of the role of women together, important general questions arise. What is the role of religions in producing social systems? Do religions merely reflect the social worlds in which they arise, or do they alter, or even produce, social worlds? More specifically, how have religions been implicated in the construction of gender? What part do they play in the construction and maintenance of patriarchal systems, or even misogyny?

We can also consider this as another case study in the problem of comparison as a method of study. Why would civilisations so remote from one another, both physically and culturally, elaborate codes that are similar in this way? Conversely, what important differences might we see between these texts and the religious systems they reflect or produce? What more general differences do we glimpse through these texts between the religious worlds of India and China?

Second hour:

The varieties of Buddhist meditation

Another important aspect of religious practice in many Asian religions is the attempt to transform the person, often radically, through programmes of activity or behaviour that diverge very widely from ordinary "worldly" behaviour. First, we will look at Buddhist meditation, which often aims first and foremost to transform the mind or understanding of the person (though this often entails transforming the body or even the entire world as well). There have existed an immense variety of forms of Buddhist meditation through history, and we will see that the common images of "meditation" (and Buddhism) in our popular culture represent only one very particular slice of that wide spectrum.

FRIDAY AUGUST 20, 5 p.m.: FIRST ESSAY DUE

Essays are to be submitted to the assignment box outside the Religious Studies office (HU 318). Please make sure you sign the sheet to document that you submitted your assignment, and when.

Mid-Trimester Break August 23-Sept 5 2010

Week 7: September 7

First hour:

Asceticism in Indian religions

Another form of radically transformative practice, that encompasses a very wide range of specific weird and wonderful behaviours, is asceticism, or the practice of austerities. We will look at a range of ascetic practices, and consider what the logic might be behind such activity, and what kinds of salvific transformations they might be intended to bring about in the person, their community, or the world.

Second hour:

Divinity and festival in Indian Religions

Another important form of religious practice, found in many religions in Asia (and elsewhere), is worship, and attendant cycles of festival. In the next two hours, we will look at two instances at opposite ends of Asia: festivals in Hinduism, and Shintō festivals in Japan. What is a festival? What is its relation to ordinary everyday activity? Why would festivals please the gods? What is revealed by the nature of the gods by the festivals held to worship them? What are festivals supposed to achieve? Festivals also show aspects of the interesting relationship between religions and community. What role might festivals play in the construction and maintenance of religious community, or even community more broadly?

Week 8: September 14

First hour:

Divinity and Festival in Japanese Religions

The second tradition we will look at, in connection to the worship of multiple deities and their festivals, is Japanese Shintō 神道. We will cover some basics of this Japanese religious tradition, but our emphasis will be comparative. There are arguably many similarities between Japanese and Hindu religiosity, as can be glimpsed, for example, in festivals. What does it mean, once more, if two

traditions so remote from one another as India and Japan have such fundamental similarities? Are we seeing here some kind of quintessential "Asian" religion? Or are we seeing universals of human religion? If the latter, what could conceivably make aspects of religion universal among human cultures?

Unit Three: Modernity and Asian Religions

In this final unit of the course, we examine some facets of the transformations undergone by Asian religions in the modern world. Through case studies, we will consider such problems as the globalisation of Asian religions; the rise of Asian New Religious Movements (NRMs); the relationship between the modern state and religions outside Western liberal democracies; Western conversion to Asian religions, the Western marketplace for "alternative spiritualities" (the "spiritual supermarket"), and Orientalism; the relationship between religion and nationalism in Asian cases; and the place of the widespread modern phenomenon "invention of tradition" in the construction and reception of modern Asian religions.

[Week 8: September 14 cont.]

Second hour:

Tibetan Theocracy in an Age of Exile

From the sixteenth century, Tibet had a system of government that was perhaps unique – a theocracy (government of priests) of celibate (Buddhist) monks, with the Dalai Lama at their head. Here, we return to a very particular version of the relationship between religion and political power, which we have already noted is a general problem for the study of religion. This Buddhist case also poses a challenge to a common (though demonstrably false) understanding of Buddhism – that it has always been a peaceable, apolitical religion. In the special Tibetan case, we see at play a set of dynamics that arose repeatedly in Buddhist history, as Buddhism was adopted as part of a "civilisation package" from a central civilisation by more peripheral civilisations, and we will consider this dynamic.

Finally, in the modern era, a twist is added to the situation by the fact that since the Chinese takeover of Tibet in 1959, the present (fourteenth) Dalai Lama and his government have been in exile in India. These events, combined with the great increase in popularity of Buddhism in the West and some very successful strategising and PR by the Dalai Lama and his advisors, have led to a the somewhat paradoxical situation of a non-democratic, theocratic, in many respects "feudal" institution finding perhaps its strongest support in the favourable public opinion of the international (largely Western) liberal middle class.

Week 9: September 21

Visit to a Buddhist monastery and temple complex

Bodhinyānārama, Stokes Valley

We will be hosted by Ajahn Thiradhammo and/or Ven. Nyanadassano

You will get more out of our visit if you familiarise yourself with the temple and its activities by taking a thorough look around their website beforehand: <http://www.bodhinyanarama.net.nz/>

Modern Buddhism: The example of the Thai forest tradition

Bodhinyānārama itself, and most (all?) of the monks who train and live there, belong to the Thai forest tradition of Theravādan (South-East Asian) Buddhism, and more particularly, to the lineage of Ajahn Chah (1918-1992), who is widely considered one of the most accomplished and influential Buddhist meditation practitioners and teachers of the twentieth century. Your readings this week are intended to give you some background for your visit, and to help you think about Ajahn Chah's lineage, and the forest tradition more generally, as another case study in our unit on Asian religious traditions in the modern period.

In the mid-nineteenth century, it seems that meditation traditions were almost unknown in the Buddhist world of South-East Asia, and may well have been largely in abeyance – in stark contrast to the stereotype now current in the Western imagination, that holds that meditation is the quintessence of Buddhist practice. These traditions were gradually revived, partly out of old books, by a series of marginal reformer/revivalist figures, who often made the jungles and forests of Burma, Thailand, Laos, Cambodia and Sri Lanka their main haunts. The genesis of these revivalist movements is a very interesting case-study in the dialectical relationship between Western images of Asian religions (including images constructed in Western scholarship, i.e. "Orientalism" in the old sense) and living Asian religions on the ground, in the real world.

Eventually these revivalist movements coalesced into a group of "forest traditions", which may offer us an interesting example of the "invention of tradition" (see next week). Interestingly, these "new traditions", which were in many ways quite radical, were among the targets sought out most fervently as the "most authentic" by Westerners attracted to Buddhism (a pattern repeated in the cases of other strands of Buddhism and Asian religions), and the movements who were most active in missionary activity to the West.

Week 10: September 28

First hour:

Falun gong and the Chinese Communist State

In the early 1990s, a new and extremely popular movement (arguably a New Religious Movement or NRM, though apologists and adherents deny it is a religion) mushroomed in China and then abroad (especially among expatriate Chinese) – Falun gong 法輪功. The movement was based upon a series of physical exercises, which have however a spiritual dimension, loosely based on *qigong*, a kind of Chinese gymnastic-cum-physiotherapeutic practice that had seen massive and diverse growth through the liberalisation of the PRC in the 1980s. The leader of this movement, Li Hongzhi, also wrote works explaining that he was an extremely powerful deity, and detailing his powers, the efficacy of Falun gong practices, and the worldview upon which they were based (a world that he could see, and that we cannot, due to his divine cognitive powers). In 1999, following a series of peaceful protests by Falun gong members objecting to coverage of their movement in the Chinese media, the Chinese government began a brutal crackdown on this movement. In the subsequent standoff, Falun gong has gradually become more clearly politicised (while maintaining all the while it is apolitical), and has sought the support of the international community, framing its repression at the hands of the CCP as an issue of human rights.

In this complex scenario, we catch glimpses of a number of important themes in the study of religion, as they work out in Asian contexts, including: the formation and nature of New Religious Movements (NRMs); the relationship between religion and the modern state; the globalisation of religion.

Second hour:
The Modern Invention of Yoga

In a famous volume, the great modern historian Eric Hobsbawm and his collaborators articulated the powerful and influential notion of the "invention of tradition". Modern cultures, it seems, is frequently torn between an ambivalent yearning for the authorisation of the remote past, on the one hand, and the requirement that what is discovered in the past will reinforce rather than challenge our modern preconceptions about what is right and true, on the other. The solution to this ambivalence is often to invent traditions that answer to modern expectations and needs, and then project them back into the past (to invent pedigrees for them) to lend them the hoary gravitas of time. In this lecture, we will consider the extent to which modern yoga is one such "invented tradition". We will also see that other phenomena we have considered in this course may also fit under this label, including some modern Buddhist meditations and many Japanese festivals.

FRIDAY OCTOBER 1, 5 p.m. SECOND ESSAY DUE

Essays are to be submitted to the assignment box outside the Religious Studies office (HU 318). Please make sure you sign the sheet to document that you submitted your assignment, and when.

Week 11: Tues October 5

First hour:
Henry Steel Olcott, Modern Sri Lankan Buddhism, and the Origins of Theosophy

In this hour, we will look at Henry Steel Olcott (1832-1907), who was an important figure in the construction of one kind of characteristically modern Buddhism. Olcott was also the co-founder, with Helena Blavatsky (1831-1891), of the Theosophical movement, a significant and enduring modern NRM (not so new now, of course!). In Olcott's biography, we thus see early examples of a number of important themes in the modern transformation of Asian religions: the action upon them of global forces; the influence of the constructs of Western scholarship, and the reaction of Asian reformers to them; the strange symbiosis between the Western interpretation and appropriation of Asian traditions and the formation of Western NRMs; and the relationship between Asian nationalisms and movements to modernise, reform or revitalise Asian religious traditions.

Second hour:
Conclusion: Themes of this Course

In this hour, I will boldly attempt the impossible (with no net!) – I will try to sum up all the themes of the course on the back of a Weetbix card. Questions and peanuts welcome.

Week 12: Tues October 12

FINAL IN-CLASS TEST
REGULAR LECTURE ROOM AND TIME (1 hr 50 m)

Tutorials

There will be a total of **nine** tutorials in the trimester. You must attend a minimum of **80%** of these tutorials, which we will define leniently as **seven out of nine**. There will be **no tutorial** in weeks one, six and twelve.

Topics for tutorial assignments

For tutorial assignments, you will have the option of choosing any four topics you choose, including more than one topic from the same week, if you so prefer.

The tutorial assignments are designed in part to give you the chance to work steadily on improving your academic writing, and through it, your critical and creative thinking, and communication skills. **The best use of your tutorial assignments**, therefore, i.e. the one that will do your own academic progress the greatest good, is probably to space your mandatory four assignments early in the trimester. This means you will still have a chance to act on the feedback you receive (and even incorporate any improvements made in your writing into your larger pieces of assessment, i.e. essays and the test). Your workload from other work will also still be lighter, so you should have more time to put good work into the tutorial assignments.

Week 1: NO TUTORIAL THIS WEEK

1. How might Orientalism interfere with the objective study of Asian religions? Try to give your own example (other than those from readings and lectures).
2. What kind of religious world is assumed by the Aśvamedha (horse sacrifice)?

Week 2:

3. What did you learn about Shang religiosity from your readings?
4. What is the relationship between "benevolence" (*ren*) and "ritual" (*li*), according to the *Analects*? (See the list of passages attached to the D. C. Lau reading in the Lecture programme above.)

Week 3:

5. On the basis of your reading, do you think Buddhism is a religion? Why (not)?

Week 4:

6. What differences do you observe between Mahāyāna Buddhism and the early/basic Buddhism we studied last week?

Week 5:

7. According to Arthur Wright, what were the major changes that Buddhism underwent in China?
8. What is the proper place and role of a woman, according to the *Ordinances of Manu*?

Week 6 (NO TUTORIAL THIS WEEK, HAND ASSIGNMENTS TO YOUR TUTOR AT LECTURE):

9. What is the proper place and role of a woman, according to the *Book of Filial Piety for Women*?
10. What kind of meditation practice does the *Satipatthāna-sutta* recommend?

Week 7:

11. What is asceticism? What do you think is its religious function?
12. What is "darsan"? What do you think is its religious function?

Week 8:

13. What do you think is the most interesting feature of the Japanese festivals described in your readings? Why do you think it is interesting?
14. *Based on your readings*, do you think there are aspects of "human rights" that are unique to Tibetan culture? Or does it seem that in the Tibetan context, also, "human rights" are regarded as universal and not culturally determined?

Week 9:

15. What would be the characteristics of a perfected spiritual master in the Thai forest traditions?

Week 10:

16. Based on your readings, do you think Falun gong is a religion? Why (not)?
17. What is meant by the phrase "invention of tradition"? How does this concept apply to the case of modern yoga?

Week 11:

18. What part did Henry Steel Olcott play in the emergence of (a kind of) modern Buddhism? What does this show us about the situation of Asian religions in the modern world?

Week 12: NO TUTORIAL THIS WEEK

Essays

Each student is required to submit **two** essays:

Essay 1 due FRIDAY AUGUST 20 2010, 5 p.m.

Essay 2 due FRIDAY OCTOBER 1 2010, 5 p.m.

Each essay is to be approx. **1,500 words** in length, and **each is worth 25%** of the final grade.

WARNING: Plagiarism is a serious offence, and will be treated as such in this course. ALL STUDENTS should ensure they have read and understood the **plagiarism warning** on p. **Error! Bookmark not defined.** of this Course Outline. **THE PLAGIARISM DETECTION SOFTWARE "TURN IT IN" WILL BE USED IN THIS COURSE TO CHECK FOR PLAGIARISM.**

Submission of essays and assignments: ELECTRONIC AND PAPER COPIES

Essays and assignments must be placed in the locked assignment box located near the programme administrator's office, Hunter 318, and students must date and sign the essay register to indicate an essay has been submitted. **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. Essays must also be submitted to Blackboard

Essays **must also be submitted electronically** to the lecturer, Michael Radich, at his email address: **michael.radich@vuw.ac.nz**. Essays not received by email by 5 p.m. on the due date will be treated as late, and penalised accordingly, just as essays not received in paper copy by the due date.

Penalties for late essays / assignments:

- 2% 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.

Guidelines for essay writing

Each essay should consist of a thoughtful investigation of the topic of your choice. It is up to each student to define a focus for the essay and to design an appropriate title, even where you are writing in answer to a set question (for the first essay only; see below). Where you choose your own topic, **your choice of topic must be approved prior to writing by your tutor or the lecturer.**

The required readings may be used as sources for the essays, but if you define your own topic for the first essay, and in all cases for the second essay, **you must consult at least two other sources**, one of which can be drawn from the supplemental readings in the reader. Reading suggestions can be sought from the lecturer or from your tutor. See below also (after suggested essay topics) for suggestions for places to look for research materials.

Note also that in Week 2 we will devote **significant time in class to an explanation of how to write successful essays.**

Essay topics

Essay 1:

For the **first essay**, you will have the **option** of working on one of the following set questions, from the **materials at the very end of this Course Outline**.

In answering these questions, you should feel free to discuss aspects of the text that are obscure (nobody understands everything perfectly in texts like these, so you don't need to pretend you do, either!). You **are not required to look for additional material**; and essay on the basis of this text alone will be sufficient, as an exercise in the close reading of primary texts. You may, however, look for *good academic* secondary material to help you, e.g. on the *Upaniṣads* or early Buddhism respectively, if you so choose. If you do find additional material, be sure to include a correctly formatted bibliography and use correctly formatted footnotes each time you refer to it.

1. The *Īśā Upaniṣad*.

What kind of religious system do you think lies behind this text? In other words, what sort of beliefs or worldview do you see reflected in the text, and what sort of religious practices do you think a person would engage in if they took this text as their guide?

Text (included at the end of this course outline):

Olivelle, Patrick, trans. "Īśā Upaniṣad." In *Upaniṣads*, trans. Patrick Olivelle, 248-251. Oxford: Oxford University Press, 1996.

2. *Majjhima Nikāya* 111, the *Anupada Sutta*, "One by One as They Occurred."

What kind of religious system do you think lies behind this text? In other words, what sort of beliefs or worldview do you see reflected in the text, and what sort of religious practices do you think a person would engage in if they took this text as their guide?

Text (included at the end of this course outline):

Ñāṇamoli, Bhikkhu and Bhikkhu Bodhi, trans. "*Anupada Sutta: One by One as They Occurred*." In *The Middle Length Discourses of the Buddha: A Translation of the Majjhima Nikāya*, trans. Ñāṇamoli and Bodhi, 899-902. Somerville, MA: Wisdom Publications, 2005.

You also have the **option**, for Essay 1 as Essay 2, of choosing your own topic, if you feel confident and interested in doing so; you may do so from the **list** below, or develop your **own topic** in consultation with your tutor or lecturer.

Essay 2

For the **second essay**, all students will choose their own essay topic and find materials upon which to base the essay. We will have a **session in class time on the use of the library** to research your essay a couple of weeks before the second essay is due, to help you in this process.

Please note that the questions below are intended as **suggestions** to help you think of a topic; none of them is intended as a rigid straitjacket that you must comply with. Some of the questions below have been set out with too many complications for you to successfully address them all in one essay (e.g. the questions on Falun gong), and in such cases you will have to be **selective to keep your focus**. If you have any doubts about what kinds of answers to these questions will meet our requirements, talk to your tutor or the lecturer.

Finding research materials for your essays

Encyclopaedias such as *The Encyclopedia of Religion* (New York, N.Y.: Macmillan, 1987) in the Reference Reading Room in the library can be helpful as each article also contains a bibliography, but **the research for the essay must extend beyond such sources.**

Some of the most useful sources in the library have been put on **Closed Reserve**. To obtain a list of these books you must look them up in the library computer system. Under the library menu, choose "Closed Reserve", and then type in the course code (Reli103) to access the list.

The following **journals** may also have articles that you can use for your essay:

History of Religions
Japanese Journal of Religious Studies
Journal for the Scientific Study of Religion
Journal of Chinese Religions
Journal of Feminist Studies in Religion
Monumenta Nipponica
Numen
Philosophy East & West
Religion
T'oung-pao

If you have never done so, you will probably find it interesting just to go to the shelves and **browse through** one or more of these journals, to see the sorts of things researchers publish on in the field. Doing this may also give you ideas for essay topics.

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

What and when to cite

In order to avoid plagiarism (which is serious even when inadvertent), you **MUST** cite your sources in ALL cases. This means you should basically do two things:

- (1) In all cases where you use the exact words of a source, however few (including short phrases, rather than whole sentences), you must use **quote marks** around all words that are not yours; and
- (2) You should **footnote** your source for all **direct quotes** (see (1)), **facts, ideas, ways of approaching your problem, sources of inspiration**, etc. – in other words, you should **acknowledge your source in absolutely ALL cases** where your source is anything other than your own mind. Err on the side of fastidiousness. Where necessary, you can use the footnote to explain more exactly what you owe to the source in question ("My approach to this question is modelled on that found in . . ."; "The order of treatment in the following is derived from . . ." etc.).

In addition, it is good practice to **phrase your writing** in the body of your essay so that your **debts to your sources are clear**, where possible. Use phrases such as, "According to Viridian," "Following Scrimgeour, we might say that . . ." "Worple informs us that . . ." "Lockhart contends that . . ." "Bagshot remarks insightfully that . . ." "Binns has shown that . . ." etc.

How to cite

It is mandatory to use a correct citation style in academic writing. The Programme standard in Religious Studies at VUW is the version of Chicago Style for the Humanities. The only exceptions to this Programme standard will be the correct and consistent use of an alternative, standard style **when expressly permitted by your course coordinator**.

Chicago Humanities style is 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 at Call No. Z253 C532 15ed (ask at the Reference desk). However, the following information should be sufficient for most of your basic needs.

Note that the **citation style differs for a footnote and for the bibliography** at the end of your essay. For each type of source, we have listed each example in both forms. Each example footnote contains a sample page number so you can be sure how to include the number of the page cited in your footnote.

Note also that as with all academic citation style conventions, every detail of the formatting for Chicago style is fixed. You must thus ensure you **follow the examples below in every detail**: order, punctuation, formatting (especially italics), spacing and so on.

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 more 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.

Chapter or article in edited multi-author volume

Footnote:

James P. McDermott, "Karma and Rebirth in Early Buddhism," in *Karma and Rebirth in Indian Classical Traditions*, ed. Wendy Doniger O'Flaherty (Berkeley: University of California Press, 1980), 171.

Bibliography:

McDermott, James P. "Karma and Rebirth in Early Buddhism." In *Karma and Rebirth in Indian Classical Traditions*, ed. Wendy Doniger O'Flaherty, 165-192. Berkeley: University of California Press, 1980.

Translated book

Footnote

Sigmund Freud, *The Future of an Illusion*, trans. by W. D. Robson-Scott (New York: H. Liveright, 1928), 28.

Bibliography

Freud, Sigmund. *The Future of an Illusion*. Translated by W. D. Robson-Scott. New York: H. Liveright, 1928.

Journal article – single author

Footnote:

Richard King, "Is 'Buddha-Nature' Buddhist? Doctrinal Tensions in the *Śrīmālā Sūtra* – An Early Tathāgatagarbha Text," *Numen* 42 (1995): 12.

Bibliography:

King, Richard. "Is 'Buddha-Nature' Buddhist? Doctrinal Tensions in the *Śrīmālā Sūtra* – An Early Tathāgatagarbha Text." *Numen* 42 (1995): 1-20.

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, no. 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, no. 1 (1978): 5-27.

Web site

Footnote:

Paul Kingsbury, "Inducing a Chronology of the Pali Canon,"
<http://www.ling.upenn.edu/~kingsbur/inducing.pdf> (accessed March 28, 2008).

Bibliography:

Kingsbury, Paul. "Inducing a Chronology of the Pali Canon."
<http://www.ling.upenn.edu/~kingsbur/inducing.pdf> (accessed March 28, 2008).

Reference work (e.g. encyclopaedia or dictionary)

Footnote:

Encyclopaedia Britannica, 15th ed., s.v. "Sufism."

Footnote:

Oxford English Dictionary, 2nd ed., s.v. "Apophatic."

The abbreviation "s.v." is for the Latin *sub verbo* ("under the word").

Reference works are usually not included in the bibliography.

Sacred texts

Standard citation convention is set for the sacred texts of each major tradition. You must be sure to cite sacred texts in the correct format. Unless your lecturer for a specific course states otherwise (e.g. if conformity to a more complex standard is required for courses specialising in a particular tradition), the following conventions will apply.

The Bible

In quoting the Bible, you should use in-text citation (i.e. give your source in brackets in the body of your text, rather than using a footnote). NOTE that the Bible and the Qur'an are the only exceptions to the general rule AGAINST in-text citation in this Chicago Humanities style. (You should otherwise ALWAYS use footnotes, not in-text citation.)

The Bible is cited by book, chapter and verse. For example:

... as it says in the Bible (1 Kgs 2:7).

Note that books of the Bible are abbreviated according to standard abbreviations. A list of abbreviations should usually be available in the edition of the Bible you are using.

Note also that the punctuation mark comes *after* the close of the parentheses. This is also the case for the full stop in a direct quote:

"... Absalom thy brother" (1 Kgs 2:7).

When citing multiple passages, list the abbreviated title of each *new* biblical book followed by the chapter number and colon, with all verses in that chapter separated by a comma and space. A semicolon should separate references to subsequent chapters or books. Do not include the conjunction "and" or an ampersand ("&") before the last citation. List passages in canonical and numerical order. For example:

... as it says in the Bible (Matt 2:3; 3:4-6; 4:3, 7; Luke 3:6, 8; 12:2, 5).

It is preferable, unless you are discussing differences of translation and interpretation, to use a single version of the Bible throughout a piece of work. In this case, you can indicate that fact by a note with your first citation, and thereafter omit mention of the version:

Footnote:

Matt. 20:4-9. In this essay, all biblical quotations are from the *New Revised Standard Version* (London: HarperCollins Publishers, 1989).

Where you have to refer to more than one version of the Bible, you can indicate the different versions in footnotes, or by a set of abbreviations that you establish in a footnote early in the essay.

List the versions of the Bible you use in your bibliography. They should appear alphabetically according to title. For example:

The New Oxford Annotated Bible: The Holy Bible. Edited by Herbert G. May and Bruce M. Metzger. New York: Oxford University Press, 1973.

This item would be listed alphabetically under "New".

The Qur'an

The name of the text is best written, "Qur'an."

In quoting the Qur'an, you should use in-text citation (i.e. give your source in brackets in the body of your text, rather than using a footnote). NOTE that the Qur'an and the Bible are the only exceptions to the general rule AGAINST in-text citation in this Chicago Humanities style. (You should otherwise ALWAYS use footnotes, not in-text citation.)

When quoting the Qur'an, give the abbreviation "Q.", then cite the number of the *sura* (chapter), then the number(s) of the *ayat* (verse). For example:

"Allah is the Light of the heavens and the earth...." (Q. 24:35).

"Praise be to Allah, Lord of the Worlds; The Compassionate, the Merciful; Master of the Day of Judgment" (Q. 1:2-4).

State in the first footnote what "translation" edition is being used for the entire document. For example:

Footnote:

In this essay, all citations from the Qur'an will be taken from *An Interpretation of the Qur'an: English Translations of the Meaning (Bilingual Edition)*, trans. Majid Fakhry (New York: New York University Press, 2000).

If you use more than one source for Qur'anic text in your essay, then you need to provide a separate, footnoted reference to each citation, specifying which version that citation is from.

In your bibliography, list each "translation" edition of the Qur'an you use alphabetically under its title. For example:

Bibliography:

An Interpretation of the Qur'an: English Translations of the Meaning (Bilingual Edition).
Translated by Majid Fakhry. New York: New York University Press, 2000.

This item would be listed alphabetically under "Interpretation".

Buddhist and Indian texts

For undergraduate purposes, simply cite the English translation you are using as if it is an ordinary translated book. However, note that many Indian or Buddhist texts you will cite are compilations of multiple texts into a single volume. In such cases, you must also include the

name of the text in your footnote citation. The name given to the text in English by the translator will suffice; but include the name in the original language also if it is easily accessible. For example:

Footnote:

"The Buddha's Last Days" (*Mahāparinibbāna Sutta*), in *The Long Discourses of the Buddha: A Translation of the Dīgha Nikāya*, trans. Maurice Walshe (Boston: Wisdom Publications, 1995), 232.

In your bibliography, list only the whole translated works to which you refer in your essay, according to the usual format. In other words, if you cite more than one *sutta* etc. from a single volume, you need not list every individual text, but just the volume. For example:

Bibliography:

Walshe, Maurice, trans. *The Long Discourses of the Buddha: A Translation of the Dīgha Nikāya*. Boston: Wisdom Publications, 1995.

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** (with the sole exceptions of passages from the Bible or the Qur'an), 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, you can use "Ibid." and the page number for all subsequent notes after the first.⁴ If you are referring to the same page number in several successive notes, then "Ibid." alone is sufficient.⁵

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. See the footnotes attached to this paragraph (notes 6-9) for examples.

¹ Random correct placed footnote.

² Random incorrectly placed 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., 36. [This means the reference is to the same source, but with a different page number.]

⁵ Ibid. [This means page 36, exactly like the preceding footnote.]

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 Madan, *Non-Renunciation*, 38-40.

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.

⁹ Robinson and Johnson, *The Buddhist Religion*, 115.