

**RELI 103**

**Paths to Enlightenment: Introducing Asian  
Religions**

**SCHOOL OF ART HISTORY, CLASSICS & RELIGIOUS  
STUDIES**

**VICTORIA UNIVERSITY OF WELLINGTON**



# RELI 103

## Paths to Enlightenment: Introducing Asian Religions

**Course co-ordinator:** *Michael Radich 463 9477, [michael.radich@vuw.ac.nz](mailto:michael.radich@vuw.ac.nz)*  
**Tutors:** *Jonette Chrysell, [calebh@paradise.net.nz](mailto:calebh@paradise.net.nz)*  
*Laura Markes, [lauramarkes@googlemail.com](mailto:lauramarkes@googlemail.com)*  
**Where and when:** *Lectures: HU 323*  
*Monday 2:10 – 4:00 pm*  
*Tutorials: Times and Seminar Room tba.*

Religious Studies is at Hunter. The programme administrator, Aliko Kalliabetsos, is in HU 318 (ext 5299), [aliki.kalliabetsos@vuw.ac.nz](mailto: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 - Friday, 9.30 – 12:00noon and 2:30 - 3.30 pm. You can arrange to meet with Michael Radich by appointment.

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### *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, small-group discussions, guest speakers and field trips to make connections between theory and lived religious experience.

**2 The main objectives for this course are threefold:**

- a. to impart knowledge of the 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 weekly tutorial assignments** are to be short (one page maximum) written responses to each 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 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 their tutors 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.
- 5 Tutorials are held weekly** and 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 a weekly assignment?** At every tutorial we require students to submit a written response to the readings of that week. These responses should not exceed one page in length and need only address the required readings. They will be marked according to the scheme below and returned to students the following week. These written responses are designed to accomplish the following three objectives, each of which is vital to successful completion of the course:

- They ensure students are keeping up with the required readings and enable tutors to monitor student progress on a regular basis.
- 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.

**The mandatory requirements for this course are attaining 50% or more for course assessment**

### Assessment for Tutorial Assignments

Tutors will assign one of the following grades to the tutorial assignments:

- **2.5/10      unsatisfactory**  
the student shows evidence of having read the set work, but shows little comprehension; the question has not been answered.
- **5/10          satisfactory**  
the set work has been read and the question addressed but comprehension is unclear.
- **7.5/10      good**  
question is addressed, readings have been understood but writing and analysis require work.
- **10/10        excellent**  
clear comprehension, pertinent examples, the question is answered.

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 a 0/10. Late assignments will be accepted only with medical documentation.

**6 The course is internally assessed** by means of two essays, 8 tutorial assignments and one class test as follows:

- **two essays**, each to be between **1,500 and 2,000 words**, and **each worth 30%** of the final grade.  
**essay 1 due Friday, August 11 2006**  
**essay 2 due Friday, September 29 2006**
- **8 tutorial assignments**; short (one page) weekly written assignments to be submitted **at each tutorial**, collectively worth **10%** of the final grade.
- a **class test in class time on Monday 9 October 2006** 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 Work-load (Recommendation of the Faculty of Humanities and Social Sciences):** For 100-level 18 points one trimester courses, 12 hours per week are recommended. An average student should spend 9 hours per week for preparation, reading and writing in addition to attendance at lectures and tutorials.

[100 – level                      1 trimester                      18 points                      12 hours ]

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

**10 General University policies and statutes**

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 hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

**11 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.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

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

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

**12 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.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

**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](mailto: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 contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International. In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at: [www.vuw.ac.nz/st\\_services/](http://www.vuw.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](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

**15 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 copy right and other relevant issues.

**16 Class representatives:** Class representatives are elected in the first week or two of 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 available from the Religious Studies administrator.

**17 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 on the ground floor of Old Kirk, near the Hunter Courtyard on Kelburn Parade, tel: 463 5999.

**18 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 (extension 6666 from VUW phones) or by email [scs-help@vuw.ac.nz](mailto:scs-help@vuw.ac.nz)

**19 Evaluation:** This course will be assessed by UTDC

## *Lecture Programme*

The lectures constitute the core of the course. The readings supplement the lectures, but are not a substitute for them. As lecture material is crucial for both the class test and the essays, it is important that students attend all lectures.

**10 July                    Introduction: The Invention of Asian Religions**

**Readings:**

**Req:** J.Z. Smith, "Map is Not Territory"

**17 July                    Hinduism: Karma, Rebirth, and Many Gods**

**Readings:**

**Req:** Eck, "Seeing the Sacred"

**Sup:** Madan, "Living and Dying"

**Sup:** Vanamali, "Cosmic Play"

**24 July                    Hindu Society**

**Readings:**

**Req:** Fuller, "The Structure of Indian Society"

**Req:** Baker, "A Brahman Family in Tamil Nadu"

**Req:** *The Ordinances of Manu*

**Sup:** Adhopia, "Sacred Motifs, Symbols and Articles"

**31 July                    Introduction to the Basics of Buddhism**

**Readings:**

**Req:** Harvey, "The Buddha and His Indian Context"

**Req:** Kumaraswami, "Dhamma, The Doctrine and Discipline"

**Sup:** Ti Wari N. Kapil, "Suffering in Theravada Buddhism"

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

**7 August                    Buddhism in Practice**

**Readings:**

**Req:** Gombrich, "The Buddhist Tradition in Sri Lanka"

**Sup:** Robinson and Johnson, "Buddhism in Sri Lanka and Southeast Asia"

**FRIDAY AUGUST 11 FIRST ESSAY DUE**

**14 August                    Visit to a Buddhist Temple**

**Readings: Tibetan Buddhism (I)**

**Req:** Per Kvaerne, "Tibetan Religions. An Overview"

**Req:** Geoffrey Samuel, "The Ritual Cosmos and Its Inhabitants"

**Mid-trimester break 21st August – 3<sup>rd</sup> September 2006**

**4 September      Buddhism and Politics in Tibet****Readings: Tibetan Buddhism (II)****Req:** Franz Michael, *Rule By Incarnation***11 September      Unity and Diversity in Chinese Religion****Readings:****Req:** Jochim, "The Many Faces of Chinese Spirituality"**Req:** Ebrey, ed., "Book of Rewards and Punishments"**Sup:** L. Thompson, "The Family: Kindred and Ancestors"**Sup:** David K. Jordan, ""The Religion of the Taiwanese"

Library Skills: Lecture this week will feature a guest appearance from James Duncan of the VUW library, who will introduce you to resources in the library and the skills you need to use to write good essays.

**18 September      Chinese Religion II: Falun Gong and the Communist State****Readings****Req:** Richard Madsen, "Understanding Falun Gong", *Current History*, September 2000, 243-247.**Req:** Maria Hsia Chang, *Falun Gong: The End of Days* (New Haven: Yale University Press, 2004), "Beliefs and Practices", 60-95.**25 September      A: Introduction: Shinto and Buddhism  
B: Japanese Family I: Birth, Marriage and Family Ritual****Readings:****Req:** H Byron Earhart, "Persistent Themes in Japanese Religious History"**Req:** Ian Reader, "'Born Shinto...': Community, Festivals, Production and Change"**Sup:** S. Ono, "Worship and Festivals"

FRIDAY 29 SEPTEMBER SECOND ESSAY DUE

**2 October      B: Japanese Family II: Death, Abortion and Buddhism  
Conclusion****Readings:****Req:** Ian Reader, "Buddhism as a Religion of the Family"**Sup:** Bardwell Smith, "Buddhism and Abortion in Contemporary Japan: Mizuko Kuyo and the Confrontation with Death"**9 October      CLASS TEST IN REGULAR LECTURE ROOM AND TIME**

**Field Trip:** We will visit the Bodhinyanarama Buddhist temple in Stokes Valley on **14 August 2006**, during class time. Buses will be arranged for the 40 minute trip to the temple. Further details will be provided in class.

## ***Tutorial Programme***

The required readings are essential background for the lectures and tutorials. Weekly readings should be completed **before each lecture**. The readings will be further discussed in the tutorials. The readings are all found in the *RELI 103 Course Reader*, which can be purchased at the Student Notes shop.

### **Week beginning**

- 17 July**            How do Hindus interact with their deities?
- 24 July**            Why are arranged marriages important for Hindus?
- 31 July**            Why, according to Buddhism, is life characterised by suffering?
- 7 August**           In a Buddhist society, what is the relationship between monks and lay Buddhists?
- 14 August**        What is the importance of deities in Tibetan Buddhism?

### **Mid-trimester break 21<sup>st</sup> August – 3<sup>rd</sup> September 2006**

- 4 September**    Is political Buddhism a corruption of the Buddha's teaching?
- 11 September**   Are Confucianism, Taoism and Buddhist distinct "religions"?
- 18 September**   Why has Falun gong come into such direct conflict with the Chinese Communist Party?
- 25 September**   Japanese are said to be born Shinto, marry Christian, and die Buddhist. How is this possible?
- 2 October**        Why is family important in Japanese Buddhism?

## *Essays*

### **Submission of essays and assignments**

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.

### **Essay topics**

Each essay should consist of a thoughtful investigation of a topic of your own choice. It is up to each student to define a focus for the essay and to design an appropriate title. **Your choice of topic must be approved prior to writing by your tutor or the lecturer concerned.**

The required readings may be used as sources for the essays, but **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 concerned or from your tutor.

Encyclopedias 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 you 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*

Each essay is to be between **1,500 and 2,000 words**, and **each is worth 30%** of the final grade.

**Essay 1 is due Friday August 11 2006**

**Essay 2 is due Friday September 29 2006**

**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.

**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. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

## *Reading List*

- Jonathan Z. Smith, "Map Is Not Territory", in *Map Is Not Territory*. Chicago: University of Chicago Press, 1993 (rpr. 1978), pp. 295-298.
- Diana Eck, "Seeing the Sacred", in *Darsan: Seeing the Divine Image in India*. Pennsylvania: Anima Books, 1985, pp. 3-31; 77-78.
- T. N. Madan, "Living and Dying", in *Non-Renunciation - Themes and Interpretations of Hindu Culture*, Oxford: Oxford University Press, 1987, pp. 118-141.
- Vanamali, "Lila - The Cosmic Play", in *The Play of God: Visions of the Life of Krishna*, San Diego: Blue Dove Press, 1996, pp. 371-373.
- C.J. Fuller, *The Camphor Flame*, Princeton: Princeton University Press, 1992, pp. 11-24.
- Sophie Baker, "A Brahmin Family in Tamil Nadu", in *Caste*. Rupa and Co., 1991, pp. 108-139.
- Ajit Adhopia, "Sacred Motifs, Symbols and Articles", in *The Hindus of Canada*. Mississauga: Inderlekh Publications, 1993, pp. 143-145; 160-167.
- Edward Hopkins (ed), Arthur Coke Burnell (trans), *The Ordinances of Manu*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1995, pp. 130-133.
- Peter Harvey, *An Introduction to Buddhism: Teaching, History and Practices*. New York/Melbourne: Cambridge University Press, [1990] 1991, pp. 9-31.
- Ananda Kumaraswami, *Buddha and the Gospel of Buddhism*. New Delhi: Munshiram Manoharlal Publishers, 1985, pp. 81-100.
- Kapil N. Ti Wari, ed., *Suffering: Indian Perspectives*. Delhi : Motilal Banarsidas, 1986, pp. 145-162.
- Richard Gombrich, "The Buddhist Tradition in Sri Lanka," in *Theravada Buddhism*. London: Routledge, 1988, pp. 137-148; 156-171.
- Richard H. Robinson and Willard L. Johnson, "Buddhism in Sri Lanka and Southeast Asia", in *The Buddhist Religion: an Historical Introduction*, fourth edition, Belmont, California: Wadsworth, 1997, pp. 153-165.
- Per Kvaerne, "Tibetan Religions. An Overview", in *The Encyclopedia of Religion*. New York, N.Y.: Macmillan, 1987, pp.497-504.
- Geoffrey Samuel, "The Ritual Cosmos and Its Inhabitants," in *Civilized Shamans. Buddhism in Tibetan Societies*, Washington, D.C.: Smithsonian Institution, 1993, pp.157-175.
- Franz Michael, *Rule By Incarnation*, Boulder, CO: Westview Press, 1982, pp. 1-23; 27-50.
- Christian Jochim, "The Many Faces of Chinese Spirituality", in *Chinese Religions: A Cultural Perspective*, New Jersey: Prentice Hall, 1986, pp. 1-16.
- P. B. Ebrey, ed., "Book of Rewards and Punishments", in *Chinese Civilization: A Source Book*, 2nd ed., New York: The Free Press, 1993, pp. 142-145.

L. G. Thompson, "The Family: Kindred and Ancestors", in *Chinese Religion*. Belmont, CA: Wadsworth, 1996, pp. 31-52.

David K. Jordan, "The Religion of the Taiwanese", in *Gods, Ghosts and Ancestors*. Taipei: Caves Books, 1985, pp. 27-41.

Chung, Chai-sik. "Korea: The Continuing Syncretism." In Carlo Caldarola, ed. *Religions and Societies: Asia and the Middle East*. New York: Mouton, 1982, pp. 607-628.

Kim Tong-ni, "Portrait of a Shaman" in *Flowers of Fire*, edited by Peter H. Lee. Honolulu: University Press of Hawaii, 1974), pp. 58-90.

H. Byron Earhart, "Persistent Themes in Japanese Religious History", in *Japanese Religion*, 3rd ed. Belmont, CA: Wadsworth, 1982, pp. 7-17.

Ian Reader, "'Born Shinto...': Community, Festivals, Production and Change", in *Religion in Contemporary Japan*. University of Hawaii Press, 1991, pp. 55-76.

Sokyo Ono, "Worship and Festivals", in *Shinto: the Kami Way*. Rutland, Vermont and Tokyo, Japan: Charles E. Tuttle Co., 1962, pp. 50-71.

Ian Reader, "Buddhism as a Religion of the Family", in M. Mullins, Shimazono Susumu and P. L. Swanson (eds), *Religion and Society in Modern Japan*. Asian Humanities Press, 1993, pp. 139-156.

Bardwell Smith, "Buddhism and Abortion in Contemporary Japan: Mizuko Kuyo and the Confrontation with Death", in José Cabezón (ed.), *Buddhism Sexuality & Gender*. NY: State University of New York Press, 1992, pp. 65-89.