

**FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION
COURSE OUTLINE
Winter 2023**

COURSE NUMBER: RELS 603/703

RELS 603.10 (L01) Studies in Eastern Religions: Phenomenology

RELS 703.10 (L01) Studies in Eastern Religions: Phenomenology

**COURSE NAME: ADVANCED STUDIES IN EAST ASIAN RELIGIOUS TRADITIONS
TOPIC: PHENOMENOLOGY**

CLASSROOM LOCATION: Kawamura Library, SS 527

CLASS DAYS & TIMES : In person, Wed. 2-4:45pm

INSTRUCTOR NAME AND CONTACT:

Dr. Wendi Adamek

Office Hours by appointment, Office SS 520

wadamek@ucalgary.ca

INSTRUCTOR EMAIL POLICY:

Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via students' @ucalgary emails as soon as possible.

RELS 603/703 COURSE CALENDAR STATEMENT:

Studies in Eastern Religions

COURSE DESCRIPTION:

Topic: Phenomenology. This semester we raise questions concerning the technologies of subject/object oriented epistemologies. We read selected neo-Buddhist and neo-materialist works that discuss entanglement of modes of scientific and sociopolitical practice with modes of experience. Main sources are Isabelle Stengers, Brook Ziporyn, Karen Barad, David Bohm, and Catherine Keller.

COURSE LEARNING OUTCOMES:

- Participate in seminar-style discussion, including debate
- Develop skills in critical reading
- Analyze rhetorical strategies (understand how arguments are constructed, different styles of writing are used, and appeals to sources of authority are made)
- Effectively present readings and your own research to classmates
- Carry out original research and develop your own writing style

LEARNING RESOURCES: Required Readings

Library links provided, permissions obtained

FOR SINGLE-USER LICENSE BOOKS, PLEASE DOWNLOAD PDF, DO NOT READ

ONLINE. NO ONE ELSE CAN GET THE READING IF SOMEONE IS READING IT ONLINE.

Albahari, Miri (2019). "Perennial Idealism: A Mystical Solution to the Mind-Body Problem."

Philosopher's Imprint 19.44: 1-37.

<http://hdl.handle.net/2027/spo.3521354.0019.044>

Barad, Karen (2007). *Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning*. Durham: Duke University Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1169310>

Gottlieb, Gabriel (2022). "Why Read Fichte Today?" *Aeon Essays*, Accessed 7/15/22; 9 pages.

<https://aeon.co/essays/on-freedom-and-the-limits-of-agency-the-philosophy-of-fichte>

Heidegger, Martin [1952-1962] (1977). *The Question Concerning Technology and Other Essays*.

Trans. William Lovitt. New York: Garland Publishing. **There is no ebook option for libraries**

Keller, Catherine (2015). *Cloud of the Impossible: Negative Theology and Planetary Entanglement*. New York: Columbia University Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1830704>

Lusthaus, Dan (2003). *Buddhist Phenomenology: A Philosophical Investigation of Yogacara Buddhism and the Ch'eng Wei-shih Lun*. London: Routledge.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1619210>

Nichol, Lee [2002] 2007, ed. *The Essential David Bohm*. New York: Routledge. **There is no ebook option for libraries**

Pasternak, Lawrence, and Courtney Fugate (2021). "Kant's Philosophy of Religion." *Stanford Encyclopedia of Philosophy*, Accessed 10/23/22; 65 pages.

<https://plato.stanford.edu/entries/kant-religion/>

Salmon, Peter (2022). "Since Derrida." *Aeon Essays*, Accessed 6/30/22; 19 pages.

<https://aeon.co/essays/after-jacques-derrida-whats-next-for-french-philosophy>

Stengers, Isabelle (2010). *Cosmopolitics I*. Trans. Robert Bononno. Minneapolis: University of Minnesota Press.

There is no ebook option for libraries

Walser, Joseph (2022). "Buddhism without Buddhists? Academia and Learning to See Buddhism Like a State." *Pacific World*, 4th Series, no. 3: 103-170.

<https://pwj.shin-ibs.edu/2022/7017>

Ziporyn, Brook (2004). *Being and Ambiguity: Philosophical Experiments with Tiantai Buddhism*. Chicago: Open Court.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4584044>

LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

ASSESSMENT COMPONENTS

Course Requirements:

Date	Assessment	Weight (%)	Notes
Ongoing	Presentation of one week's readings	20%	In-class
Feb. 28	Research paper draft (see below)	P/F	PDF document due via email by 11pm. Will be marked Pass/Fail, must pass in order to continue with paper.
Final week of class	Oral presentation of research paper topic	20%	In-class
April 24	Final research paper (see below)	45%	PDF document due via email by 11pm
Ongoing	Participation	15%	Attendance and participation noted

There will be no registrar-scheduled final exam. In-class exams, if applicable, will be returned and discussed in class, then reclaimed at the end of class. Students must fulfill all assignments to pass this course.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All written assignments should be sent to my email (wadamek@ucalgary.ca).
- **PDF file title: Surname, Course number, Assignment. (Example: Smith 313 Exam 1)**
- Format for all written work: US Letter, double-spaced, one-inch margins, 12-point Calibri or Times font
- It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

DESCRIPTIONS of ASSIGNMENTS

Participation (15%)

Beginning Week Three: Attendance will be noted. If you miss more than 50% of the total classes (not counting required reviews and tests if applicable), then, because you are therefore unable to participate in the class, you will fail the course. Qualitative assessment will be based on how well your discussion participation reflects thoughtful reading of the material. Your cumulative participation mark will be based on both attendance and qualitative assessment.

Presentation of one week's readings (20%)

Each student will present one week's reading assignment: 10 min. oral presentation plus one-page handout summarizing the main points in the reading and posing questions for discussion.

Oral presentation of research paper topic (20%)

During the final class, students will present their research papers (10-15 mins., may include slides) and respond to questions.

Research Paper **Draft (P/F)**

Due Feb. 28 by 11pm, send to me in PDF format. Other formats not accepted.

Pass required to continue with research paper.

You will get your PDF back in three weeks, with comments and suggestions.

Format of Draft:

- PDF document file title should appear on my desktop as: Surname, course number, Draft. Example: Smith 603 Draft. **Please** get this right, it saves me from having to re-name your files!

- Include your name and the paper title in the header, and include page numbers
- The first page should be an outline of the structure of entire paper, including the thesis statement
- The next 4-5 pages should be a section of your paper in continuous prose, not annotated outlines or bullet-points. Polish, proof-read, and include citations.
- Append a preliminary bibliography of potential sources. Search for good-quality resources; even though you may not end up reading all of them, this gives me a basis for making suggestions. Your bibliography must include both primary and secondary sources.

Final Research Paper (45%)

Due April 24 by 11pm, send to me in PDF format.

PDF file title should appear as: Surname, course number, Final.

- **For those enrolled in RELS 603: 15-18 pages (approx. 3750-4500 words)**
- **For those enrolled in RELS 703: 18-20 pages (approx. 4500-5000 words)**

See GUIDELINES section for instructions and assessment criteria.

MISSED OR LATE ASSIGNMENTS

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component. Assignments submitted after the deadline without any communication with the instructor may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

GRADING

<https://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A numerical mark and grade will be given for each course requirement, except for the Draft, which is P/F.

A student's final grade for the course is the sum of the separate assignments. It is necessary to pass each assignment separately in order to pass the course.

F.1.2 Graduate Studies Grading System

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding performance
A	4.00	Excellent performance
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass
C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

EXPECTATIONS FOR WRITING

Your essay exams will be assessed for both content and writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

RESEARCH PAPER GUIDELINES

Please discuss possible topics with the instructor as soon as possible. Topics must relate to main course topic.

- All papers must be based on a combination of primary sources and scholarly secondary sources.
- The paper must utilize **at least one primary-source text**. Primary sources are texts or works that you discuss and analyze. Secondary sources are the research of others that you use as support for your arguments.
- **Source material must include, FROM NON-ASSIGNED SOURCES** (books, selections

from edited collections, and/or articles) **at least:**

800 pages (for RELS 603)

1000 pages (for RELS 703)

If you are in doubt about whether your source meets acceptable standards, consult with the instructor. Bibliographies and “further readings” suggestions in assigned texts are good places to start searching for material, in addition to consulting with the instructor and/or library staff.

PAPER ASSESSMENT CRITERIA

1) Aims:

- You are not writing a journalistic general descriptive essay, you are writing an original research paper focused on specific texts, questions, topics of exploration, arguments, aims, etc.
- You are not writing for the instructor, you are writing for an educated person who does not know your particular subject.
- All papers should show attention to structure: the introduction explains what the paper is about and gives a thesis statement outlining the writer’s arguments and methods. Throughout the paper there are good transitions between different sections, and the conclusion summarizes the main points of the paper.
- Regardless of what you may have been told, there is no reason to avoid first-person pronouns! It is not only acceptable but preferable to say things like “I intend to argue that....” or “my research has led me to the conclusion that....” Use of first-person pronouns signals your intention to take responsibility for your claims. Be sure to acknowledge all the sources on which your claims are based.
- For PhD students, the benchmark to aim for is professional (publication quality) work.

2) Format:

- Drafts and paper format: US Letter, double-spaced, one-inch margins, 12-point Times or Calibri font. Include page numbers and title page.
- Pay attention to grammar, always spell-check and proof-read.
- Give a brief definition in parentheses the first time you use any foreign language term. Example: *upāya* (skillful means).
- Give dates (if that information is available) for each person or period you discuss. Example: Wuzhu (714-774). Tang Dynasty (618-906)
- **Word limit does not include notes and bibliography.**

3) Citations and Bibliographies

Please consult with the library staff for help with referencing styles.

If you must cite online material (keep this to a minimum!) make sure they are academic sources with identified peer-reviewed authors (not Wikipedia, etc.) and include the url and access date.

4) Qualitative standards

Fail range (Below 50%)

Work may fail for any of the following reasons: plagiarism; lack of sufficient research using appropriate sources; irrelevance of content; failure to address the specified question or treat the specified theme; lack of analysis or interpretation; unacceptable levels of paraphrasing; excessive reliance on quotations; presentation, grammar or structure so deficient that work cannot be understood; very late submission without an extension.

D range (50-54%)

Work meets basic requirements in terms of topic selection and demonstrates some understanding of the chosen topic. However, it has major gaps or inadequacies in research, comprehension, and editing for grammar and spelling.

C range (55-69%)

Work may be reasonably well-researched and show signs of attempts to organize material, but remains weak in areas like formulating a thesis statement, providing transitions, maintaining the thread of an argument or theme, and summarizing relevant conclusions.

B range (70-84%)

Work has considerable merit; contains evidence of an accurate command of the subject matter and a sense of its broader significance, offers synthesis and evaluation of material, and demonstrates an effort to engage with challenging reading. It maintains clear focus on the principal issues and shows understanding of relevant scholarly arguments and diverse interpretations, though there may be some weaknesses in clarity or structure. Articulate writing, with research properly documented.

A range (85-96%)

Work shows evidence of extensive reading and initiative in research, sound grasp of subject matter and appreciation of key issues and context. Engages critically and creatively with questions, proposes an original and valid thesis, and attempts an analytical evaluation of material. Makes a good attempt to critique various interpretations, and offers a pointed and thoughtful contribution to an existing debate. Shows evidence of ability to think theoretically as well as empirically, and to conceptualize and problematize issues in terms of the relevant discipline. Well-written and documented.

A+ (96-100%)

Work of superior standard that demonstrates initiative and ingenuity in research, pointed and critical analysis of material, and innovative interpretation of evidence. Makes insightful contributions to debate in the relevant discipline, engages with values, assumptions and contested meanings in primary source texts, and develops abstract or theoretical arguments on the strength of detailed research and interpretation. Writing is characterized by creativity, style, and precision as well as proper documentation. Work may suggest that the author has advanced research

potential in the following ways: critical insights into the work of established scholars; the proposal of a new perspective from which to view a problem; the identification of a problem not adequately recognized in the existing literature.

SCHEDULE & READINGS (subject to change)

Note: * 5 texts divided in two = 10 choices available for student presentations, choose one.

Week One

Wed. Jan. 11: Course Outline

Note: paper topics could utilize other, non-assigned works by the weekly authors below

Some Buddhist background: the problem of “Self/No-self”

- Lusthaus, *Buddhist Phenomenology*, iv-x; 1-39.
- Albahari, “Perennial Idealism: A Mystical Solution to the Mind-Body Problem,” 1-37.
- Walser, “Buddhism without Buddhists? Academia and Learning to See Buddhism Like a State,” 103-170.

Week Two

Wed. Jan. 18: Some European background

- Heidegger, *The Question Concerning Technology & The Turning*, 3-49.
- Gottlieb, “Why Read Fichte Today?” 9 pages.
- Pasternak and Fugate, “Kant’s Philosophy of Religion,” 65 pages.
- Salmon, “Since Derrida,” 19 pages.

Week Three

Wed. Jan. 25: Stengers, *Cosmopolitics I*, vii-149.

*Presentation:

Week Four

Wed. Feb. 1: Stengers, *Cosmopolitics I*, 150-261.

*Presentation:

Week Five

Wed. Feb. 8: Ziporyn, *Being and Ambiguity*, “Coherence,” xii-153.

*Presentation:

Week Six

Wed. Feb. 15: Ziporyn, *Being and Ambiguity*, “Desire,” 155-311.

*Presentation:

Winter Break: No class Feb. 22

****Feb. 28: PDF format Paper Draft, including outline and bibliography (see instructions above) due by 11pm, send by email. PDF file must be labelled: Surname, course number, Draft.**

Week Seven

Wed. March 1: Barad, *Meeting the Universe Halfway*, ix-185.

*Presentation:

Thurs. - Friday March 3: Kawamura seminar and lecture

Week Eight

Wed. March 8: Barad, *Meeting the Universe Halfway*, 189-396.

*Presentation:

Week Nine

Wed. March 15: Nichol, , ed., *The Essential David Bohm*, x-157.

*Presentation:

Week Ten

Wed. March 22: Nichol, , ed., *The Essential David Bohm*, 158-339.

*Presentation:

Week Eleven

Wed. March 29: Keller, *Cloud of the Impossible*, 1-167.

*Presentation:

Week Twelve

Wed. April 5: Keller, *Cloud of the Impossible*, 168-316.

*Presentation:

Week Thirteen

Wed. April 12: Oral presentation of research paper topic (20%)

Present your research papers (15 mins., may include slides) and respond to questions.

Requesting 30 mins. extra class time that day. If there are more than 5 students, let's discuss having an all-day event with catered lunch.

1. 2:15-2:45:

2. 2:45-3:15:

Break 3:15-3:30

3. 3:30-4:00:

4. 4:00-4:30:

5. 4:30-5:00; Wrap-up 5:00-5:15

****April 24: PDF formatted Final Research Paper, due by 11pm by email. PDF file must be labelled: Surname, course number, Final**

ADDITIONAL COURSE INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If students miss a class session that is included as a component of participation, they must contact the instructor within 24 hours to discuss options to make-up for that component.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

COURSE EVALUATIONS AND STUDENT FEEDBACK

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms. A midterm evaluation may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website

at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

ACADEMIC ACCOMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities

(<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

RESEARCH ETHICS (if applicable)

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright

(<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act

(<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy

<https://www.ucalgary.ca/pubs/calendar/current/k.html>.

MEDIA RECORDING (if applicable)

Please refer to the following statement on media recording of students:

https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose.

Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Media recording for the assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at:

<https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points

- Safewalk