RELI1010
World Religions

Course Outline

Course Co-ordinator: Dr Catherine England
Room: McMullin Building, Room MCLG23 (bottom floor of McMullin Building)
Email: catherine.england@newcastle.edu.au
Consultation Hours: Tuesday 9am-10am; Thursday 11am-12pm (in office)

CONTENTS OF COURSE OUTLINE
p. 2 Course Overview
p. 3 Important University Information
p. 8 Overview of Lectures and Seminars
p. 9 Tutorial and Reading Guide
p. 12 Assessment Guide
Course Overview from Online Course Tracking System

REL11010 - World Religions

Course Outline

Course Coordinator: Dr Catherine England
Semester: Semester 1 2009
Unit Weighting: 10
Teaching Methods: Lecture and Tutorial

Brief Course Description
Provides a study of the principal features of the world's major religions through reference to key events, characters, beliefs and related phenomena. With regard to each tradition, there will be a focus on historical and contemporary features.

Contact Hours
Tutorial for 1 Hour per Week for the Full Term
Lecture for 2 Hours per Week for the Full Term
Tutorials commence in week 2

Learning Materials/Texts
See the Tutorial and Reading Guide, starting on p. 9 of this Course Outline.

Course Objectives
At the conclusion of this course, students will be able to: demonstrate familiarity with methodologies appropriate to the study of religions in general; demonstrate knowledge and understanding of the major beliefs, history and theological developments of the major and minor religious traditions being studied; and develop research, writing and information literacy skills relevant to religious studies.

Course Content
Specific subject foci will be drawn from the following religious traditions: Hinduism and Hindu-affiliated religions; Buddhism, including Theravadhism, Mahayanism, and Zen; Islam, including sunni and shiite traditions, Taoism and Eastern mysticism; Judaism; Christianity and its major branches.

Assessment Items
<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Tutorial paper - 800 words (10%), minor essay - 1000 words (20%), and major essay - 12-1500 words (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Formal</td>
<td>Formal exam 40%</td>
</tr>
</tbody>
</table>

Assumed Knowledge
Nil

Callaghan Campus Timetable

<table>
<thead>
<tr>
<th>REL11010, World Religions</th>
<th>Enquiries: School of Humanities and Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 - 2009</td>
<td></td>
</tr>
<tr>
<td>Lecture and Tutorial</td>
<td>Wednesday 11:00 - 13:00 [V107] Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday 14:00 - 15:00 [W308] Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday 16:00 - 17:00 [GP130] Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday 17:00 - 18:00 [GP318] Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Thursday 12:00 - 13:00 [W308] Commences Week 2</td>
</tr>
<tr>
<td>or</td>
<td>Thursday 15:00 - 16:00 [GP216] Commences Week 2</td>
</tr>
</tbody>
</table>
IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -
Reproduce this assessment item and provide a copy to another member of the University; and/or
Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.
SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed below are liable for the full cost of their student contribution or fees for that term.

For Semester 1 courses: 31 March 2009

Block Census Dates
Block 1: 16 January 2009
Block 2: 13 March 2009
Block 3: 15 May 2009
Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade. **Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit: [www.newcastle.edu.au/service/studentsupport/](http://www.newcastle.edu.au/service/studentsupport/)

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

**Callaghan Campus**
Shortland Hub: Level 3, Shortland Building  
Hunter Hub: Level 2, Student Services Centre

**City Precinct**
City Hub & Information Common, University House  

**Central Coast Campus (Ourimbah)**
Student Hub: Opposite the Main Cafeteria

**Port Macquarie students**
contact your program officer or EnquiryCentre@newcastle.edu.au  
Phone 4921 5000

**Singapore students**
contact your PSB Program Executive

**OTHER CONTACT INFORMATION**

Faculty Websites

Rules Governing Undergraduate Academic Awards  

Rules Governing Postgraduate Academic Awards  

Rules Governing Professional Doctorate Awards  

General enquiries
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

STUDENT REPRESENTATIVES

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - 'Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

STUDENT COMMUNICATION

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

ESSENTIAL ONLINE INFORMATION FOR STUDENTS

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

ONLINE TUTORIAL REGISTRATION:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.
RELI1010 BLACKBOARD COURSE

RELI1010 is supported by the Blackboard online learning system:
http://www.blackboard.newcastle.edu.au/

The THEO2003 Blackboard Course site contains information about the course, students’ marks as these become available, copies of the Course Outline and some lecture notes, student and staff contact details, and a notice board (Announcements page) for course-related announcements. Remember to check this site on a regular basis.

The course lecturer uses studentmail through Blackboard, as well as the Blackboard Announcements page, to contact students. Your studentmail address is the only address that the course lecturer will use to contact you by email. You should check your studentmail daily, and the course Blackboard site at least weekly. To ensure that you receive essential emails, you should keep your email accounts within the quota.

You can also use the Blackboard discussion forum to post queries or questions; if you wish, ask your course co-ordinator to set up forums on anything you wish to be discussed.

ADDITIONAL INFORMATION ABOUT ASSESSMENT

Further information about submission and marking of assessment items is available in a document in the RELI1010 course Blackboard site. Login to Blackboard and click on the RELI1010 course. See the document, in the Course Outline section, called ‘Additional Information about Assessment’.

You must read this document to know how and where to submit your assessment items properly, and your responsibilities and rights in submitting assessment items and having them marked and graded.

The Document contains information under the following headings:

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lectures</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Mar 2</td>
<td>Introduction; methodology and problems in studying religion</td>
<td>no tutorial</td>
</tr>
<tr>
<td>2) Mar 9</td>
<td>Australian Aboriginal Religion</td>
<td>A) Introduction; allocation of tutorial presentation topics and weeks; origins and nature of religious consciousness</td>
</tr>
<tr>
<td>3) Mar 16</td>
<td>Hinduism</td>
<td>B) The Dreaming, Dreamtime and Dreamtime stories</td>
</tr>
<tr>
<td>4) Mar 23</td>
<td>Hinduism</td>
<td>C) Distinguishing between the devotional and self-realizational paths to enlightenment in Hinduism; the relevance of this distinction for the study of religion in general</td>
</tr>
<tr>
<td>5) Mar 30</td>
<td>Buddhism</td>
<td>D) The four stages of Hindu life, and their relation to the devotional and self-realizational paths; caste, karma and reincarnation</td>
</tr>
<tr>
<td>6) Apr 6 (Fri Apr 10 = Good Friday)</td>
<td>Buddhism / Chinese religions (Buddhism + Confucianism and Taoism)</td>
<td>E) The Buddha and his teachings.</td>
</tr>
<tr>
<td>Apr 13</td>
<td>Mid-semester break</td>
<td>Mid-semester break</td>
</tr>
<tr>
<td>7) Apr 20</td>
<td>Judaism</td>
<td>F) The Theravada and Mahayana schools of Buddhism; Tibetan Buddhism; Zen Buddhism</td>
</tr>
<tr>
<td>8) Tue Apr 28 (Mon Apr 27 = Anzac Day holiday)</td>
<td>Judaism</td>
<td>G) Formative events in Judaic history, and their meanings.</td>
</tr>
<tr>
<td>9) May 4</td>
<td>Christianity</td>
<td>No tutorial: essay due on May 6</td>
</tr>
<tr>
<td>10) May 11</td>
<td>Christianity</td>
<td>H) The life, mission and teachings of Jesus of Nazareth</td>
</tr>
<tr>
<td>11) May 18</td>
<td>Islam</td>
<td>I) The doctrines and legacy of St Paul</td>
</tr>
<tr>
<td>12) May 25</td>
<td>Islam</td>
<td>J) The life, ethics and politics of Muhammad; the five pillars of Islam</td>
</tr>
<tr>
<td>13) Jun 1</td>
<td>Revision and Exam preparation</td>
<td>K) Diversity within Islam; convergent and divergent aspects of belief and practice amongst Muslims, Jews and Christians</td>
</tr>
<tr>
<td>Tue Jun 9 to Fri Jun 26 (Mon Jun 8 = Queen’s Birthday holiday)</td>
<td>Exams</td>
<td>Exams</td>
</tr>
</tbody>
</table>
TUTORIAL AND READING GUIDE

READING AND RESEARCH

By enrolling in REL11010, you have selected to complete an Arts or Humanities course. One of the most important aspects of doing Humanities subjects is private reading. This is why contact hours for Arts subjects are usually only 2 or 3 hours a week. A full-time Arts student might have only 8 to 12 hours of actual classes per week, yet a standard full-time week of work would amount to about 35 to 40 hours. For the rest of your time, away from classes, you should be doing your own personal study for your courses - 6 or 7 hours per course each week. Part of this time should be used completing written assignments; another part should be used in preparing to participate in oral group discussions in tutorials or seminars. For both of these activities, the primary preparation activity is reading, and the reading will greatly help you to achieve good marks in assessment for the course.

The classes that you attend really are designed to provide introductory material and guidance for your own personal study, and your lecturers and tutors are your guides to help you with your own research, reading and formulation of ideas. Any lecture will introduce you to a topic, with a survey or overview; but by no means will it tell you everything you could know or need to know about a topic. When it comes to a tutorial or seminar, this is useful for delving into a topic in some more detail; but it is essential that students will have done their own reading, which everyone in the tutorial can then discuss as a group, to develop deeper understandings of the topic, and to air and build ideas and conclusions about the topic and questions relating to it. Finally, when you come to do your own written research papers, more reading still on your assignment topic allows you to develop and express more firm ideas and conclusions about the topic, by giving you an even deeper understanding of it.

In fact, the fundamental thing you should be learning through many if not all of your Arts subjects is how to read, research, and formulate your own ideas and conclusions based on your reading and research. Researching by reading is not simply about finding and reporting ‘facts’ or ‘information’. It is a process of investigating, analysing and even coming to your own conclusions. Moreover, it is not possible to come adequately to conclusions on the basis of only two or three sources. Using a greater mix of sources is much more advanced. To be a good researcher, you should read a wider range of sources, and also think about them together by comparing and contrasting what they say. In this way you can come to understand the complexities, different opinions and interpretations, and questions and debates that different writers and scholars have engaged in about a subject. This helps you to form, deepen and tighten your own ideas, conclusions and arguments.

So to complete Arts subjects, simply attending classes and taking notes at them is not enough. Your own reading is vital for doing well in a course, by helping you to achieve a good, informed understanding of your course material, tutorial topics and assignment topics, and by helping you to form and express conclusions about them.

A Note on the Internet

Be very careful if you choose to use web sites for your research. Some sites are clearly blogs, presenting individuals’ or groups’ opinions and interpretations about things; you need to be aware of the difference between such opinion pieces and the presentation of researched ‘information’. Other sites do present ‘information’, or appear to do so; with such sites, it can be difficult to know if the material posted is of good scholarly quality. The publishers of scholarly, academic books and journals use a refereeing process to make sure of the quality of their publications: qualified, practicing academics read, review and referee all work by their peers that is being proposed for publication, to make sure it is of high quality and value. No such standards and refereeing processes are applied to most material on the web. It may be safer and better for you to use scholarly books and journals available through the University library.
COURSE TEXTS

Essential Reading

There two recommended texts for this course, which will be available at the University Bookshop. You do not have to buy them, however your work will be easier if you do, as tutorial preparation for most tutorials (tutorials C to L in weeks 4 to 13) will require reading from them. The two texts are:


Noss’s book is a little more expensive than Smart’s and a little more detailed and comprehensive, but both are appropriate texts for the course. While you are encouraged to buy these books from the Campus Bookshop, there are some copies of both texts in the campus libraries.

For tutorials C to L in weeks 4 to 13, you should read relevant sections from the two recommended texts. For each tutorial, you will be told the essential sections to read in the preceding lectures or tutorial.

There is no required reading for tutorial A in week 2.

The required readings for tutorial B in week 3 are available from the University Library, in electronic form through Short Loans. They are:


Remember that these essential tutorial readings for tutorial B in week 3 are also the required reading for the Aboriginal Religion Paper.

Further Reading

The campus libraries also hold many other books which deal with the world's religions in general. For example:

  (the 4th edition of this book was re-titled *The Religious Experience*)

The campus libraries also hold many books which focus on one or more of the world's religions in particular. For example:
Hazra, K., *The Rise and Decline of Buddhism in India*, Munshiram Manoharlal, 1995
Zaehner, R. *Hinduism*, London, Oxford University Press

**Other Sources**

Encyclopedia:
This encyclopedia is held by the Auchmuty Library, but two others are held by the Central Coast Library.

Video/DVD Recordings:
- *The Long Search*

CD ROMS:
- *Religions of the World*

Note: Encyclopedias, videos and the like (sources offering more general-knowledge-type information) can be useful for a general overview of a topic, however they should not be relied on heavily for your written work, and usually should not be referenced in written assignments.
ASSESSMENT GUIDE

OVERVIEW OF ASSESSMENT

Assessment Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Weighting</th>
<th>Written Word Limit</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take-Home Exam</td>
<td>40%</td>
<td>2000 words</td>
<td>June 10-11 (during University Exam Period)</td>
</tr>
<tr>
<td>Tutorial Task</td>
<td>15%</td>
<td>oral presentation; written bibliography</td>
<td>Assigned tutorial during weeks 3 to 13</td>
</tr>
<tr>
<td>‘Minor Essay’: Aboriginal Religion Paper</td>
<td>15%</td>
<td>750-1000 words</td>
<td>March 25 (week 4)</td>
</tr>
<tr>
<td>Essay</td>
<td>30%</td>
<td>1500 words</td>
<td>May 6 (week 9)</td>
</tr>
</tbody>
</table>

In addition, attendance at and participation in tutorials is essential for completing and passing the course.

Summative Assessment

Your overall course grade will be determined by the summation of your exam mark, tutorial presentation mark and essay marks, according to their weightings. To pass the course it is necessary to obtain 50 marks or more overall. No assessment item is compulsory, however not completing any one, and particularly a major one, will severely affect your marks and grade overall. The exception to this is class attendance: students missing more than 2 tutorials without good reason face the possibility of failing the course.

DETAILS OF ASSESSMENT ITEMS

Exam

The exam is worth 40% of your assessment for this course. It will be an overnight, take-home exam. You will collect the exam on June 10, from Catherine’s office, any time from 9am. You take the exam away with you to complete overnight, and return it to Catherine’s office by 4pm on Thursday June 11. You should be prepared to do the exam at this time, but speak to Catherine if you have a legitimate difficulty.

The exam questions will cover course content from lectures in week 1 and weeks 7 to 13, and tutorials G to L. Further details about the structure and content of the exam will be given later in the semester, and especially in the final lecture.

Tutorial Task

The Tutorial Task is worth 15% of your assessment. It consists of two parts: an oral presentation in one tutorial during the semester, discussing any aspect(s) you wish relating to the tutorial topic for that week, and a written bibliography of sources you used in preparing your presentation.

At the first tutorial in week 2 (Tutorial A), you will select a tutorial topic from those offered in weeks 3 to 13 for your Tutorial Task. Make sure you have looked through the tutorial topics in the Overview of Lectures and Tutorial (p. 8 above), and selected two or three topics that you would be prepared to do your presentation on. (Only two people, perhaps three at the most, will be able to present in any one tutorial, so you may not get your first choice.) You may not present on the same topic that you do your Essay on. You will do your presentation in the tutorial assigned for your topic, and submit your bibliography directly to
your tutor at the same time.

Your oral presentation should be no longer than ten minutes. It should contain your reflections on any aspect(s) of the tutorial topic, based on your reading and understanding. When there is more than one person presenting at the same tutorial, it is a good idea to discuss between you, before the tutorial, what each of you intends to talk about, so that you double up as little as possible. In the sense that you may script your presentation on paper, and read it during the tutorial, it is a Tutorial Paper (however, if you wish, you may speak from notes only, or even from your thoughts). If you script it, 800 words is a recommended length.

Your bibliography for this task must list all the sources you used to prepare your oral presentation. Make sure that the referencing style you use is consistent and correct (See ‘Referencing Written Work’, above). If you wish, you may actually do what is called an annotated bibliography, adding a brief note, or blurb, for each source, explaining what the source discussed or argued, or why it was useful to you. Making such notes will probably be of use to you in preparing your presentation.

‘Minor Essay’: Aboriginal Religion Paper

The Aboriginal Religion Paper has a word limit of 750-1000 words (not including footnotes and bibliography), and is due on Wednesday March 25 (in week 4). It is worth 15% of the total assessment for this course. For details on how and where to submit your Paper, see the document, in the Course Outline section of the RELI1010 Blackboard course, called ‘Additional Information about Assessment’.

The question for the Paper is related to course content from the lecture in week 2 and tutorial B. To complete the paper you must read the essential readings for tutorial B (see ‘Tutorial and Reading Guide’ above, on p. 9). You can of course do further reading if you wish.

The question is:

What are the essential beliefs upon which Australian Aboriginal religion is founded, and how are they interconnected in the minds of Aboriginal people?

For want of a better description, the assessment item is called ‘Minor Essay’. You do not have to structure your Paper as a formal essay, because the word limit is too small to make this necessary. However, you must write in connected prose, not in note form or bullet points.

Essay

The Essay has a word limit of 1500 words (not including footnotes and bibliography), and is due on Wednesday May 6 (in week 9). It is worth 30% of the total assessment for this course. For details on how and where to submit your Essay, see the document, in the Course Outline section of the RELI1010 Blackboard course, called ‘Additional Information about Assessment’.

Learning to write good essays is a fundamental part of work at university. Be thinking about your essay from the start of the course. Writing an essay is not an exercise in finding and reporting ‘facts’ or ‘information’. The research component requires you to read appropriate material, and to consider, analyse, compare and contrast what you have read; make use of any of the texts listed in the ‘Tutorial and Reading Guide’ above (starting p. 9), and feel free to use any other suitable materials that you find. The component of preparing and writing your essay requires you to form your own conclusions about your essay question, drawing on the research you have done, and to organize, present and argue these conclusions in writing. We will be discussing and practicing such techniques throughout the course, in tutorials. But remember that doing it for your essay will take time and care. Start as early as you can.

The five essay question options follow. They relate to course content from lectures in weeks 3 to 6, and tutorials C to F.
1. What part did cultural context play in the rise and demise of Buddhism in India?

2. Is Buddhism just another form of Hinduism?

3. In what sense or senses can the relationship between Hinduism and Buddhism be understood as a symbiotic one? Note: If you answer this question, obviously you need to make sure you know what ‘symbiotic’ means.

4. What are the points of doctrine, philosophy and practice on which Buddhism and Taoism concur and differ, and what is the main problem we encounter when making such comparisons?

5. Trace the development of at least one form of Japanese Buddhism from its historical origins beneath the Bodhi tree. Note: The emphasis in the answer you provide to this question should be on developments in doctrine, philosophy and practice rather than specific historic dates and persons.

**Tutorial Attendance, Preparation and Participation**

Tutorials, held in weeks 2 to 13, are an integral part of the learning process. Attendance at tutorials is compulsory, which means that you can be penalized for missing tutorials without good reason and documentation. Students missing more than two tutorials without good reason face the possibility of failing the course.

To prepare for a tutorial and participation in the discussion, you should go over your relevant lecture notes, and do the required reading (see the ‘Tutorial and Reading Guide’ above, starting p. 9). You can also look at a relevant selection from any of the further texts listed in the ‘Tutorial and Reading Guide’.

To participate in tutorial discussion, you need simply to talk about your opinions, ideas or conclusions about the topics and questions, such as you have gleaned from lectures and the essential readings, but also in the light of any further reading. Tutorials are not about having answers that may be ‘right’ or ‘wrong’. They are for group discussion and debate, and even for further questions. They are where you can voice any ideas, opinions or questions, whether derived from your reading or arising spontaneously out of the discussion. You are not expected to ‘know’ anything, only to show you have been thinking and reading about the topic. You can also offer comments and ideas about any of the Tutorial Presentations given by other students in tutorials.

**Referencing Written Work**

In your writing, whenever you make use of material from books, articles, video recordings, etc, you must acknowledge that you are making use of it by referencing it. Inadequate or incorrect referencing to the work of others can be viewed as plagiarism, and can result in reduced marks or failure. However, students in first year are usually still learning the process. In REL11010, in the first instance of incorrect or inadequate referencing in a paper, you will be given the opportunity to try again and resubmit the paper.

The requirements for referencing your written work may at first seem confusing or unclear. They will become clearer as the semester progresses, and we can discuss referencing and any difficulties students have with it in tutorials. There will also be a discussion forum in the REL11010 Blackboard course, where students can ask and discuss any questions or problems they have about referencing.

With the exception of the exam, each written assessment item must include referencing to all the sources (books, articles, video recordings, etc.) that you have used to write it. You must reference your sources for any information you use that is deeper than an obvious general-knowledge type of information. You must reference the sources of any quotations you use. You must reference the sources of understandings, interpretations or arguments that you make use of.
Referencing has two parts. Firstly, throughout a paper, you must provide the specific references to specific sources each time you use any. Secondly, at the end of the paper, you must provide a bibliography, listing all the sources the sources that you have referred to (or cited) throughout the paper.

There are three basic ways of making specific references throughout a paper. They can be placed in footnotes at the bottom of each page of a paper; or they can be placed in endnotes at the end of a paper; or they can be placed in the text of the paper itself, in parentheses.

There are a number of different referencing systems, or ‘styles’, which have different ways of formatting either of these three basic forms, and also bibliographies. Different disciplines in the University recommend various different styles to their students. Some disciplines demand that students use a particular style for their work in that discipline. Religious Studies, however, permits students to select their own preferred style. Nevertheless, whichever style you select for a paper, it must be used consistently and correctly throughout.

If you have already started using a particular style and you are comfortable with it, then stick with it. If you do not as yet have one that you are comfortable with then you could use the Harvard System. The Harvard system is summarised below.

**Harvard System**

In the text of your assignment, whenever what you have just written is either directly quoted from or based on another author's work, insert a reference of the following form:

\[(Author's\text{ surname, date of the publication, page number}).\]

For instance: Buddha was born in 536BC (Smart, 1998, p.23).

If you quote an author’s actual words, you need to enclose them within quotation marks. If you mention the author before quoting him/her you don't need to include his/her name in the reference. For instance:

Smart states, 'Buddha was born in 536BC' (1998, p.23).

For your bibliography, at the end of your assignment, you list, in alphabetical-author-order, all the books, articles, chapters, etc. to which you have referred in your assignment. The format is as follows:

for books:

author’s last name, author’s first name or initials, publication date, title of book (in italics) publisher, place of publication.

for sections or chapters of books, or journal articles:

author’s last name, author’s first name or initials, publication date, title of chapter or article (in quotation marks), title of book or journal in which chapter or article appears (in italics), publisher, place of publication, pages numbers within book of the whole chapter or section.

Some examples:


Further information on referencing and general study skills can be obtained from: Infoskills: [www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)