

FORM 3 (or Section B of Form 1 if submitted as part of a new programme)

Before completing this form, please read the document entitled *Important notes for completing proposals (In particular Form 3 or Section B of Form 1)* (located at:

<http://www.otago.ac.nz/administration/academiccommittees/proformas.html>).

(Please retain the small font prompts for submission to the Board of Undergraduate Studies and Board of Graduate Studies.)

UNIVERSITY OF OTAGO	
Proposal for New Paper	
Name of Division/School/Department	Theology and Religion
Subject code, Number, Title (maximum number of characters is normally 60 including spaces)	RELS523 Key Debates in Buddhist Studies
Year of Introduction (Year Proposal Takes Effect)	2018

Deadlines:

- a) For the introduction of new papers for the following academic year:
- the May meetings of the Divisional Boards;
 - June meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;
 - June Senate.
- b) For the introduction of new papers as part of a proposal for new qualifications and new major and minor subjects requiring CUAP approval for introduction in the following year to ensure their inclusion in the Guide to Enrolment:
- the March meetings of the Divisional Boards;
 - April meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;
 - April Senate

Purpose of Proposal

(A succinct description of the purpose of the proposal including the introduction of new papers and any consequential amendments such as deletions of existing papers and amendments to schedules. Also note if you are proposing a number of related papers, please include on the one proposal form rather than filling out a separate form for each paper.)

To introduce a new 500-level RELS paper.

Level of study

(Please indicate the level of study as defined by the NZ Qualifications Framework. For undergraduate papers, 100-level corresponds to Level 5, 200-level corresponds to Level 6, and 300-level and 400-level correspond to Level 7. For postgraduate papers, 400-level is Level 8, Master's papers are Level 9 and Doctoral papers are Level 10.)

Level 9

Part (i)

(Please note that the information in Part (i) of this proposal is required for the University Calendar, Guide to Enrolment and online Paper Information.)

Qualifications Affected

(Major qualifications for which this paper will be offered)

Master of Arts (coursework option)

Prescription

(Refer to *Guide to Enrolment* for format. Include proposed subject code, paper number, points value and anticipated EFTS, prerequisites, restrictions, programmes the paper is 'limited to', whether it will offered on-

campus and/or by distance learning, and whether it is to be taught in the 1st and/or 2nd Semester, during the whole year or Summer School. The description of the content should be no longer than 30 words. Refer to the Form 3 *Important Notes* for guidance on title, prescription and prerequisites etc.)

RELS523 Key Debates in Buddhist Studies
S2 0.25EFTS OL, OC, DL 30 points

The key debates and theorists in the study of Buddhism with an emphasis on recent work. Including lived Buddhism, monasticism, Buddhism and politics, Buddhist law, and Buddhism outside of Asia.

LT MA

Occurrence Details

Basic details of each occurrence of the paper, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2 etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), teaching method (i.e. on campus or by distance). Refer to the 'Important Notes for Completing Forms' for guidance on the definition of an occurrence, teaching period and start/end dates.

Campus Taught From	Teaching Period	Indicative Start Date (if Non-Standard)	Indicative End Date (if Non-Standard)	Teaching Method
Dunedin	S2			On campus
Dunedin	S2			By distance

Consequential Amendments to Regulations and/or Schedules and/or Other Papers

(All changes to regulations, schedules and the paper rules of related papers (e.g. prerequisites, corequisites, and restrictions) as a result of introducing this paper must be detailed below. It may be useful for both current and proposed forms of words for publication to be provided, with changes or additions in bold or italic type. This includes changes that will need to be made to Schedules, including Schedules A, B and C. Include Calendar page numbers. Changes to the Programme information in the *Guide to Enrolment* are not required. Consequential deletion(s) of papers must also be reported here (in which case a separate Form 5, proposal to delete a paper, does not need to be completed).)

None

Transitional Arrangements

(Are there any transitional arrangements necessary as a result of introducing a new paper? If necessary, special arrangements must be specified for students who are part-way through programmes who would otherwise be disadvantaged, e.g. by changes to prerequisites or the redistribution of course content amongst a number of papers.)

None

Predicted Student Numbers

(Please give an estimate of the number of students who will enrol in the paper. Please provide a justification for the estimate.)

Four (based on recent enrolments at MA/Honours level in Religious Studies)

Limitation on Student Numbers

(Most new papers will not have a limitation on enrolment. However, if it is proposed that there needs to be a limit on the maximum number of students permitted to enrol in the paper due to availability of resources, please indicate

using the format below (including the note) and complete and attach a Limitation of Enrolment Form for Papers, available at www.otago.ac.nz/otago077162.pdf This form will be used to assess the proposed limitation and, if appropriate, to gain formal approval for the limitation from Council. Further information is available in the Limitation of Enrolment for Specific Papers and Programmes Procedure at www.otago.ac.nz/administration/policies/otago075807.html

Formal Enrolment Limit (maximum number of students)

No Limit

Vulnerable Children Act Compliance

(If the paper involves students working with children then it is possible the Vulnerable Children Act will apply; if so, under the Act, safety checking of students planning to enrol in the paper will be required if this is not already covered at programme level)

- The Vulnerable Children Act does not apply to this paper
- The Vulnerable Children Act applies and compliant student safety checking processes are, or shall be put, in place (at programme and/or paper level as appropriate)

Academic Consultation with other Departments/other Divisions

(Outline the consultation that has been undertaken with interested parties including other departments and Divisions. Detail any professional accreditation requirements. Please note that if you are introducing new papers as part of a new qualification, new major subject or new endorsement and have already outlined the consultation undertaken in response to Section A of Form 1, simply refer to that part of Section A under this heading.)

People/Department/Committee	Date of Consultation	Issues Raised	Actions or changes made
Dr Shef Rogers, Head of Department of English and Linguistics	21 February 2017	The Department of English and Linguistics supports the proposals for 501, 511, 521 and 523, as well as the offering of 220/320 in the pre-Christmas SS. Our only suggestion might be to retain the 400-level papers in the system until you know that the taught MA is a successful model that will warrant replacing Honours plus the MA thesis.	400-level papers will not be deleted until 2019 at the earliest.
Professor Janine Hayward, Head of Department of Politics	21 February 2017	POLS fully supports your proposed 500-level papers and wishes you all the best with the transition.	
Professor Kevin Clements, Chair and Director, National Centre for Peace and Conflict Studies	21 February 2017	These all look fine and very sensible to me as we all move towards 500 levels for the one year Masters etc.	
Professor Lisa Smith, Dean of the College of Education	21 February 2017	Please accept this email as endorsements for the papers sent in this email.	
Professor Poia Rewi, Dean of Te Tumu	21 February 2017	Te Tumu supports the proposals.	
Associate Professor Paola Voci, Head of Department of Languages and Cultures	21 February 2017	Excellent (and speedy!) work in getting your 500-level RELS papers ready for the new coursework MA.	
Professor Mark Henaghan, Dean of Law	21 February 2017	The Law Faculty supports the 500 level papers.	
Professor Michael LeBuffe, Head of the Department of Philosophy	21 February 2017	We in the philosophy department are happy to support these papers.	

Part (ii)

(Please note that proposals for individual papers do not need to be approved by CUAP unless they are being proposed as part of a new programme. The information in Part (ii) of this proposal is consistent with that required by CUAP of all new papers being introduced in New Zealand universities.)

Justification and Relationship to Strategic Planning Goals

(A statement as to why the new paper is being proposed with reference to the strategic direction of the department, Division and University, relevance to the academic discipline or profession nationally and internationally. The statement should also include such matters as background, context and evidence of demand. Please note that if you are introducing new papers as part of a new qualification, new major subject or new endorsement and have already outlined the justification and relationship to strategic planning goals in response to Section A of Form 1, simply refer to that part of Section A under this heading.)

Refer to Section A.

Internationalisation

(Please provide a statement as to how the new paper contributes to the internationalisation goals of the Department and Division. The statement should address the potential for international student recruitment, as well as the possibility of international mobility experiences, such as student exchange. In addition, and if relevant, the potential for collaboration and/or articulation pathways with international partner institutions should also be highlighted. Staff should consult with the Divisional Associate Dean International prior to submission of Form 3 to the Divisional Board.)

Our existing MoU with the 60th Dhammachai Educational Foundation of New Zealand and Australia has resulted in a steady stream of international students in Buddhist Studies. This paper (together with RELS 521) will be of particular interest for these students.

Learning Outcomes (Aims/Objectives) of Paper

(Learning outcomes (aims/objectives) for individual papers can be described in a range of styles and should indicate what learners are able to do on successful completion of the paper. Outcomes for the paper should also contribute to the Graduate Profile of the programme – *please identify which attributes of the Graduate Profile are achieved by the paper*. See Section 10 of the *Form 1S and Form 1 Important notes for applicants* for further information and a best practice example, or the *Teaching and Learning Plan* at <http://www.otago.ac.nz/staff/>)

The course design should ensure alignment between learning outcomes, teaching and learning methods, and assessment. When considering outcomes, be sure to consider the different domains such as knowledge, skills (generic and subject-specific) and attributes. Note that assessment tasks later in this form will need to be aligned with the outcomes for the paper.)

On successful completion of this paper, learners will be able to:

1. demonstrate familiarity with important theories and theorists in the field of Buddhist Studies,
2. discuss key developments and changes to the way Buddhism has been studied over the past few decades,
3. identify key debates and disagreements in the academic study of Buddhism and articulate the rationale and evidence for opposing viewpoints,
4. critically analyse and assess contemporary approaches to the study of Buddhism, while situating one's own research and methodology in the context of those approaches, and
5. design and execute a research project that draws critically upon recent scholarship in Buddhist Studies.

Course Outline

(Provide a Course Outline. For the purposes of the approval of the development of the new paper, this outline can be brief but should include an outline of the content of lectures, laboratories and tutorials. A template for the more

detailed Course Outline that should be provided to students is available at <http://hedc.otago.ac.nz/tlp/listResource.do?pager.offset=36>

INTRODUCTION (WEEK 1)

Tweed, Thomas A. 'Theory and Method in the Study of Buddhism: Toward "Translocative" Analysis'. *Journal of Global Buddhism; Penrith South* 12 (2011): 17–32.

Collins, Steven. 'On the Very Ideal of the Pali Canon'. In *Buddhism: Critical Concepts in Religious Studies*, edited by Paul Williams, 1:72–95. Oxon: Routledge, 2005.

Collins, Steven. *Nirvana: Concept, Imagery, Narrative*. Cambridge {UK}: Cambridge University Press, 2010 (pages 29-99).

LIVED BUDDHISM (WEEKS 2-4)

Text: Cassaniti, Julia. *Living Buddhism: Mind, Self, and Emotion in a Thai Community*. Ithaca ; London: Cornell University Press, 2015.

Indicative Bibliography of Additional Readings

Borchert, Thomas. 'Monk and Boy: Becoming a Novice in Sipsongpannā'. In *Little Buddhas: Children and Childhoods in Buddhist Texts and Traditions*, edited by Vanessa R Sasson, 247–65. New York: Oxford University Press, 2013.

Holt, John Clifford. *Spirits of the Place: Buddhism and Lao Religious Culture*. Honolulu: University of Hawaii Press, 2009. (pp. 232-258)

McDaniel, Justin. 'Superheroes and Slapstick: New Media and the Teaching of Buddhist Children in Thailand'. In *Little Buddhas: Children and Childhoods in Buddhist Texts and Traditions*, edited by Vanessa R Sasson, 290–304. New York: Oxford University Press, 2013.

McDaniel, Justin Thomas. *The Lovelorn Ghost and the Magical Monk: Practicing Buddhism in Modern Thailand*. New York: Columbia University Press, 2013. (pp. 1-22 and 222-230)

Rowe, Mark. 'Where the Action Is: Sites of Contemporary Sōtō Buddhism'. *Japanese Journal of Religious Studies* 31, no. 2 (2004): 357–388.

Rowe, Mark. *Bonds of the Dead: Temples, Burial, and the Transformation of Contemporary Japanese Buddhism*. Chicago: University of Chicago Press, 2011. (pp. 178-220)

Swearer, Donald K. 'Signs of the Buddha in Northern Thai Chronicles'. In *Embodying the Dharma: Buddhist Relic Veneration in Asia*, edited by David Germano and Kevin Trainor, 1–26. Albany, New York: SUNY Press, 2012.

BUDDHIST MONASTICISM AND AUTHORITY (WEEKS 5-7)

Text: McRae, John R. *Seeing Through Zen: Encounter, Transformation, and Genealogy in Chinese Chan Buddhism*. Berkeley, California: University of California Press, 2003.

Indicative Bibliography of Additional Readings

Blackburn, Anne M. 'Looking for the Vinaya: Monastic Discipline in the Practical Canons of the Theravada'. *Journal of the International Association of Buddhist Studies* 22, no. 2 (1999): 281–309.

Blackburn, Anne M. 'Lineage, Inheritance, and Belonging: Expressions of Monastic Affiliation from Lanikā'. In *How Theravāda Is Theravāda? Exploring Buddhist Identities*, edited by Peter Skilling, Jason A Carbine, Claudio Cicuzza, and Santi Pakdeekham, 275–96. Chaing Mai, Thailand: Silkworm Books, 2012.

Borchert, Thomas. 'On Being a Monk and a Citizen in Thailand and China'. In *Buddhism and the Political Process*, edited by Hiroko Kawanami, 11–30. Basingstoke, Hampshire [UK]: Palgrave Macmillan, 2016.

Carbine, Jason. 'Shwegyin Sāsana: Continuity, Rupture, and Traditionalism in a Buddhist Tradition'. In *Historicizing 'tradition' in the Study of Religion*, edited by Steven Engler and Gregory Price Grieve, 145–74. Walter de Gruyter, 2005.

Carbine, Jason A. *Sons of the Buddha: Continuities and Ruptures in a Burmese Monastic Tradition*. Berlin: Walter de Gruyter, 2011. (pp. 169-187)

Clarke, Shayne Neil. *Family Matters in Indian Buddhist Monasticisms*. Honolulu: University of Hawai'i Press, 2014. (pp. 1-36 and 150-170)

Darlington, Susan M. *The Ordination of a Tree:: The Thai Buddhist Environmental Movement*. SUNY Press, 2012. (pp. 1-52)

Gyatso, Janet. 'One Plus One Makes Three: Buddhist Gender, Monasticism, and the Law of the Non-Excluded Middle'. *History of Religions* 43, no. 2 (November 2003): 89–115.

BUDDHISM, POLITICS, AND LAW (WEEKS 8-10)

Text: Walton, Matthew J. *Buddhism, Politics and Political Thought in Myanmar*. Cambridge University Press, 2016.

Indicative Bibliography of Additional Readings

Blackburn, Anne M. *Locations of Buddhism: Colonialism and Modernity in Sri Lanka*. Chicago and London: University of Chicago Press, 2010. (pp. 197-217)

Borchert, Thomas. 'Buddhism, Politics, and Nationalism in the Twentieth and Twenty-First Centuries'. *Religion Compass* 1, no. 5 (1 September 2007): 529–46.

Harris, Ian Christopher. 'Buddhism and Politics in Asia: The Textual and Historical Roots'. In *Buddhism and Politics in Twentieth Century Asia*, edited by Ian Christopher Harris, 1–25. London and New York: Continuum, 1999.

Harris, Ian Christopher. 'Introduction to Buddhism and the Political Process: Patterns of Interaction'. In *Buddhism and the Political Process*, edited by Hiroko Kawanami, 1–10. Basingstoke, Hampshire [UK]: Palgrave Macmillan, 2016.

Lammerts, Christian. 'Genres and Jurisdictions: Laws Governing Monastic Inheritance in Seventeenth-Century Burma'. In *Buddhism and Law: An Introduction*, edited by Rebecca Redwood French and Mark A Nathan, 183–200. New York: Cambridge University Press, 2014.

- Mchale, Shawn. 'Imagining Human Liberation: Vietnamese Buddhists and the Marxist Critique of Religion, 1920-1939'. *Social Compass* 42, no. 3 (1995): 329–44.
- McHale, Sean F. *Print and Power: Confucianism, Communism, and Buddhism in the Making of Modern Vietnam*. Honolulu: University of Hawai'i Press, 2004. (pp. 143-172)
- Schonthal, Benjamin. 'Constitutionalizing Religion: The Pyrrhic Success Of Religious Rights In Postcolonial Sri Lanka'. *Journal of Law and Religion* 29, no. 3 (October 2014): 470–90.
- Schonthal, Benjamin. 'The Legal Regulation of Buddhism in Contemporary Sri Lanka'. In *Buddhism and Law: An Introduction*, 150–66. New York: Cambridge University Press, 2014.
- Schonthal, Benjamin. 'Environments of Law: Islam, Buddhism, and the State in Contemporary Sri Lanka'. *The Journal of Asian Studies* 75, no. 1 (February 2016): 137–56.
- Schonthal, Benjamin. *Buddhism, Politics and the Limits of Law: The Pyrrhic Constitutionalism of Sri Lanka*. Cambridge University Press, 2016. (pp. 1-22 and 149-187)
- Schonthal, Benjamin. 'Making the Muslim Other in Myanmar and Sri Lanka'. In *Islam and the State in Myanmar*, edited by Melissa Crouch, 234–57. Oxford University Press, 2016.
- Schonthal, Benjamin. 'Securing the Sasana through Law: Buddhist Constitutionalism and Buddhist-Interest Litigation in Sri Lanka'. *Modern Asian Studies* 50, no. 6 (November 2016): 1966–2008.
- Schonthal, Benjamin, and Matthew J. Walton. 'The (New) Buddhist Nationalisms? Symmetries and Specificities in Sri Lanka and Myanmar'. *Contemporary Buddhism* 17, no. 1 (2 January 2016): 81–115.
- Turner, Alicia. *Saving Buddhism: The Impermanence of Religion in Colonial Burma*. Honolulu: University of Hawai'i Press, 2014. (pp. 136-156)

BUDDHISM OUTSIDE ASIA (WEEKS 11-13)

Text: Wilson, Jeff. *Mourning the Unborn Dead a Buddhist Ritual Comes to America*. Oxford: Oxford University Press, 2009.

Indicative Bibliography of Additional Readings

- Braun, Erik. 'The United States of *Jhāna*: Varieties of Modern Buddhism in America'. In *Buddhism beyond Borders: New Perspectives on Buddhism in the United States*, edited by Scott A Mitchell and Natalie E F Quli, 163–80. Albany, New York: State University of New York Press, 2015.
- Faure, Bernard. *Chan Insights and Oversights: An Epistemological Critique of the Chan Tradition*. Princeton, New Jersey: Princeton University Press, 1993. (pp. 3-51)
- Hori, Victor Sōgen. 'How Do We Study Buddhism in Canada?' In *Wild Geese: Buddhism in Canada*, edited by John S Harding, Victor Sōgen Hori, and Alexander Soucy, 12–38. Montreal, Canada: McGill-Queen's Press, 2010.
- McMahan, David L. 'Buddhism and Multiple Modernities'. In *Buddhism beyond Borders: New Perspectives on Buddhism in the United States*, edited by Scott A Mitchell and Natalie E F Quli, 181–96. Albany, New York: State University of New York Press, 2015.

Soucy, Alexander. 'Asian Reformers, Global Organizations: An Exploration of the Possibility of a "Canadian Buddhism"'. In *Wild Geese: Buddhism in Canada*, edited by John S Harding, Victor Sōgen Hori, and Alexander Soucy, 39–61. Montreal, Canada: McGill-Queen's Press, 2010.

Vercherry, Lina. 'The Woodenfish Program: Fo Guang Shan, Canadian Youth, and a New Generation of Buddhist Missionaries'. In *Wild Geese: Buddhism in Canada*, edited by John S Harding, Victor Sōgen Hori, and Alexander Soucy, 210–35. Montreal, Canada: McGill-Queen's Press, 2010.

Watada, Terry. 'Looking East: Japanese Canadians and Jodo Shinshu Buddhism, 1905-1970'. In *Wild Geese: Buddhism in Canada*, edited by John S Harding, Victor Sōgen Hori, and Alexander Soucy, 62–83. Montreal, Canada: McGill-Queen's Press, 2010.

White, Marybeth. 'That Luang: The Journey and Relocation of Lao Buddhism to Canada'. In *Wild Geese: Buddhism in Canada*, edited by John S Harding, Victor Sōgen Hori, and Alexander Soucy, 168–86. Montreal, Canada: McGill-Queen's Press, 2010.

Workload Expectations

(For undergraduate study 1 point = 10 hours (except in many Health Sciences papers), e.g. the expected student workload is 180 hours for a 18-point paper, 240 hours for an 24-point paper, and 360 hours for a 36-point paper. For postgraduate students 1 point = 12 hours (except in Health Sciences), e.g. expected student workload is 240 hours for a 20-point paper.

Every paper has a point value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year of enrolment being 120 points.

It is recognised that Divisions may have guidelines for workload (total hours per point) for the undergraduate papers in their Division, including the ratio of contact to non-contact hours. If this is the case please state any differences to the University "norm".

The required workload for a paper should include provision for lectures (50-minute lectures factored as 1 hour), seminars, tutorials, laboratories, use of computer resource rooms, field work, examinations and tests, preparation and private study. Allocations for each component should be specified in hours and the basis of the allocation given in brackets (suggestions are provided below). A paper that does not include a final examination will normally demand more work of a student during the 13 teaching weeks of a semester.

(i) Contact hours

	<i>hours</i>	<i>derivation</i>
Seminars	39	(3 per week for 13 weeks)
<i>Sub-total</i>	<i>39</i>	

(ii) Non-contact hours

	<i>hours</i>	<i>derivation</i>
Class preparation	156	(12 hours per week for seminar prep)
Written assignments	132	(66 hours, for each of 2 essays)
Other	33	(33 hours for preparation to lead seminar discussion)
<i>Sub-total</i>	<i>321</i>	

(iii) Total number of hours

360

(iv) Evidence of consultation with student body in deriving the above workload expectations.

(v) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.

If introducing a new Distance taught paper:

(i) Contact hours for the new, distance taught paper

	<i>hours</i>	<i>derivation</i>
Seminars	39	(3 per week for 13 weeks, by Zoom for distance students)
<i>Sub-total</i>	<i>39</i>	

(ii) Non-contact hours for new, distance taught paper

	<i>hours</i>	<i>derivation</i>
Class preparation	156	(12 hours per week for seminar prep)
Written assignments	132	(66 hours, for each of 2 essays)
Other	33	(33 hours for preparation to lead seminar discussion)
<i>Sub-total</i>	<i>321</i>	

(iii) Total number of hours 360

(iv) Evidence of consultation with the student body in deriving the above workload expectations:

The workload has been discussed with current postgraduate students and is similar to that on other 500-level papers in Humanities.

(v) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.

n/a

Terms Requirements

(Some departments require that a student gain Terms before they sit final examinations i.e., fulfil certain specified conditions (e.g. attending classes; completing oral, written and practical work to a satisfactory level). If students are required to gain Terms before being permitted to sit the examination, please give details of these requirements. If there are no Terms Requirements please state this.)

No Terms Requirements

Assessment Procedures

(Please provide details of the assessment procedures for the new paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

Key Learning Outcomes	Teaching and Learning Method	Summative Assessment (Internal or Final Exam)
Demonstrate familiarity with important theories and theorists in the field of Buddhist Studies.	Seminar preparation and participation	Essays; leading seminar discussion
Discuss key developments and changes to the way Buddhism has been studied over the past few decades.	Seminar preparation and participation	Essays; leading seminar discussion
Identify key debates and disagreements in the academic study of Buddhism and articulate the rationale and evidence for opposing viewpoints.	Seminar preparation and participation	Essays; leading seminar discussion
Critically analyse and assess contemporary approaches to the study of Buddhism, while situating one's own research and methodology in the context of those approaches.	Seminar preparation and participation	Essays
Design and execute a research project that draws critically upon recent scholarship in Buddhist Studies.	Seminar preparation and participation; discussion with lecturer.	Essays

(Add more rows if required)

i) Summative (graded) Internal Assessment

Type of Task	Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks)	Non-contact hours

Two essays (4-5,000 words)	40% each	132 (66 hours each)
Seminar discussion (lead discussion of text in one-two seminars)	20%	33

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

Type of Task	Type of Feedback	Non-contact hours
Contribution to seminar discussion	Comment by lecturer and peers	n/a

(Add more rows if required.)

iii) Final Examination

Duration	Percentage Contribution to Final Grade
N/A	

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Internet Based Learning

(Please indicate whether teaching and learning in the paper is available in part or as a whole via the Internet by stating which one of the four classifications it falls under)

- No Access** is where no part of the paper or course is accessible online.
- Web – Supported** is where a paper or course expects students to access limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study.
- Web – Enhanced** is where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.
- Web – Based** is where a paper or course requires students to access the accompanying online materials and resources. Access is required, as online participation is required.

Online Learning Management System used (Choose one)

- Blackboard** **Moodle** **OceanBrowser** **Other** **None**

(If you are using Moodle, OceanBrowser or Other, how will this be supported?)

Proposed Timetable

(Timetable Services must be contacted in the early planning of the introduction of the paper. They can provide advice and information and they will need to know your intentions. Timetable allocations are dependent on the availability of suitable teaching space. Also please attach written confirmation from the Timetable Services that requested facilities are available (contact Timetable Services at timetables@otago.ac.nz). Please note that timetable consultation is not required for research only papers or where a paper is taught within departmental facilities to a circumscribed group of students taking no other subjects e.g. 400 level papers.)

When consulting with the Timetable Services, please take into account the following, **and supply the details below:**

- (i) Lectures (for each stream)
- (ii) Laboratories (for each stream)
- (iii) Field Trips
- (iv) Tutorials and any other teaching activity
- (v) Identification of possible timetable clashes with other papers that could be expected to be taken in combination with the paper being introduced.

Statement is not required as paper will be taught within departmental facilities.

Library Resources (Please identify the initial library purchases and the ongoing annual requirements. You should include all monographs, serials and electronic databases. Written confirmation from your library contact is required and should be attached:

Commerce, Humanities, Sciences and Health Sciences (Dunedin campus)
Marilyn Fordyce, Information Resources Manager (extn 8923, marilyn.fordyce@otago.ac.nz)
Health Sciences Christchurch
Marg Walker, Health Sciences Librarian, Canterbury Medical Library (extn 364 0505, marg.walker@otago.ac.nz)
Health Sciences Wellington
Kareen Carter, Medical Librarian, Wellington Medical Library (1 04 385 5348, email kareen.carter@otago.ac.nz)

Library Impact Statement attached

Part (iii)

Departmental/Divisional Resources:

Please either provide a detailed “Business Plan” (or equivalent) or answer the following sections:

Confirmation of Availability of Resources

(Please note that resource information regarding the paper being introduced should be provided in Part (iii) and will be considered by each relevant Division. If the academic and/or financial responsibility for the new paper is shared by more than one Division, or the paper resides academically in one Division but is the financial responsibility of another, then Part (iii) will need to be approved by each relevant Division. You should contact the relevant Divisional Office(s) in case there are any additional requirements regarding information on resources for the new paper. By signing this proposal, signatories are not only approving the academic soundness of the new paper, they are also confirming and approving the capacity for the sustained delivery of the new paper taking into account the consideration of relevant resources including library resources, teaching facilities, equipment and staff (human resources). Consideration should also be given to the following: 1) Is there evidence of potential demand for the new paper? 2) Does the paper have strategic relevance for the Department? 3) Have all new resources that are required for the sustainable, long-term delivery of the new paper including academic and general staff (new staff or time of existing staff), equipment, space, library and IT been considered? Will the delivery of the new paper be undertaken by more than a single academic staff member? 4) Will the new paper impact upon the Department’s workload in a way that will enhance its research outputs and aspirations?)

Laboratories/ IT/Other physical resources

(Attach details of any additional costs for laboratory, IT or other resources related to teaching. If new staff are required, will there be a need for additional office or research space (see also Staffing Workload)?)

None

Equipment

(Attach details of any major new equipment required for the paper including computers.)

None

Staffing Workload

(Attach details of the impact introduction of this paper will have on the workload of the Department. You should address the following issues: Will any new staff be required? If so what percentage of their time will this paper require? Will any new tutors be required? If no new staff are required, how will the workload of the Department be managed in order to meet the increased responsibilities of the paper, i.e., is the teaching of the new paper in place of or in addition to present commitments? Does the new paper require administrative or technical support in addition to the responsibilities of the academic staff? Given the shift away from EFTS based funding toward performance based research funding, what impact will the introduction of this paper have on the performance based research and potential research based funding of the Department?)

The paper will be taught by a permanent staff member (Dr Ben Schonthal) as part of his regular teaching load and will replace a paper currently taught at 300/400-level (RELS 336/436 Buddhism, State and Society).

Staff Member Responsible for Drafting Proposal

(Please give the name and contact details of the staff member who drafted the proposal if different from the Head of Department)

Dr Ben Schonthal (ben.schonthal@otago.ac.nz) and Dr Will Sweetman (will.sweetman@otago.ac.nz)

Head of Department (Signature/date)

Dean (if applicable) (Signature/date)

Pro-Vice-Chancellor (Signature/date)

I confirm that this proposal is financially viable and that adequate staffing is available to support it.

Important

(i) **Departments**

Please ensure signature of Head of Department is included *before* submission to Divisional Board and is contained in any subsequent amendments.

(ii) **Divisions**

Please ensure signature of the Pro-Vice-Chancellor is included *before* submission to BUGS/BOGS and is contained in any subsequent amendments.

University of Otago Library
Library Impact Statement
For new or changing courses and programmes

Name of Division/School/Department: Humanities / Theology and Religion
Title of New Paper/Programme: Key Debates in Buddhist Studies
Course code: RELS 523 **Distance Course Code:** (if offered):
 RELS 523
Year & Semester of Introduction: 2018, s.1 **Predicted enrolments:** 4
Staff member responsible for drafting: Dr Ben Schontal ; Dr Will Sweetman
Email: ben.schontal@otago.ac.nz ; will.sweetman@otago.ac.nz **Ext:** 8795 ; 8793

Monographs (print & electronic): *(What are the needs? Does the existing collection support the introduction of the course/programme? What (if any) additional resources are required?)*

Students taking RELS 523 will need library support to inform seminar discussion, and complete two essays.

The Library has a strong collection in theology and religion, including material on Buddhist studies. The Library also has supplementary material including living Buddhism, monasticism, politics, law, and Buddhism outside of Asia. Some texts may be housed in the Law Library.

Additional resources may be required to support the introduction of RELS 523. The library will work with staff to ensure required material is available. Additional help with accessing resources and information skills assistance is available through the Subject Librarians

Serials (print and electronic) resources: *(What are the needs? Does the existing collection support the introduction of the course/programme? What (if any) additional resources are required?)*.

The following resources could aid in supporting the introduction of the proposed course:

ATLA Religion Collection **ProQuest Religion** **Religion & Philosophy**

Brill Journal Archive Online **JSTOR** **Cambridge Journals Online**

Academic One File **Contemporary Buddhism** **Modern Asian Studies**

Journal of the International Association of Buddhist Studies

The existing collection supports the introduction of RELS 523. No additional resources are required.

Summary: *(of impact on Library Services)*

There will be no additional impact on library services resulting from the introduction of RELS 523. The collection has material to supplement the topics taught in the courses and we will acquire any additional monographs as required from existing collection development resources. Additional help with accessing resources and information skills assistance is available through the Subject Librarians.

Form completed by: Rhys Thorn
Position: Information Resources Librarian
Date: 22 February 2017