COURSE SYLLABUS – RS 202
Sikhism: Origin and Development: Fall 2014

Professor Doris Jakobsh (Dr. J)

Time: W, F 1:00 – 2:20
Room: PAS 1229
First day of class: January 6
Reading Week: February 15-19
Last day of class: April 1
Office: PAS 1054A
Office Hours: Dr. Jakobsh, by appointment only
Contact Professor Jakobsh: 888 4567 X 33565 or djakobsh@uwaterloo.ca (PLEASE IDENTIFY CLASS IN SUBJECT LINE)

Course Description:
This introductory course will explore the social and religious forces that helped shape Sikh religious beliefs and ritual practices over the past five centuries. Beginning with the early formation of the Sikh tradition through to the present time, the course will examine the historical and religious development of Sikh identity, institutions and rituals. The course will also cover gender issues and ethics, as well as addressing Sikhs and Sikhism beyond the Indian subcontinent.

This course is highly interactive; the instructor will be giving short lectures and films will be viewed, but students will also be expected to make class presentations as well as take part in class discussions with fellow classmates. Students will also have additional assignments online.

If you are unable to do the weekly required readings, perhaps this is not the course for you.

The instructor will not be posting Power Point Presentations that will be utilized during her own lectures/presentation due to increasing copyright restrictions. This means, if you miss a class, that you will need to get notes from a classmate.

Course Texts:
- Doris R. Jakobsh, Sikhism
- Shauna Singh Baldwin, What the Body Remembers
- Critical reflection readings AND others- on course website (LEARN - see link to course reserves);
- Some additional articles – on course website (LEARN/Content/Additional Readings
- Also see Learn/Content/Links for occasional audio files

BOOKS CAN BE PURCHASED IN THE UW BOOKSTORE

Course Requirements: Overview:
1) 2 online critical readings of selected texts; 5-6 pages, double spaced, 12 point font (20 points total, 10 points each)
2) Class presentation (25 points)
3) presentation outline/sources to be used/each member section contribution, 1 page – due 1 week before presentation (2 points)
4) *What the Body Remembers* commentary outline/sources – due two weeks before commentary due date, 1 page (2 points)
5) *What the Body Remembers* commentary – 8-10 pages (20 points)
6) class participation (10 points)
7) final in-class test (21 points)

**Important Dates:**

- Class presentations – weekly - to be arranged between weeks 1 and 3. Sign-up during first week and commence week 4
- Presentation outlines/sources to be used - **due 1 week BEFORE presentation, IN CLASS** (not to be emailed)
- **CRITICAL REFLECTION ASSIGNMENTS, CHOOSE 2 OF 5 LISTED; remember to look closely at the dates these assignments are due and choose accordingly:**
  - T. Ballantyne. Looking back, looking forward. The historiography of Sikhism, **CRITICAL REFLECTION ASSIGNMENT 1, due Jan. 22 midnight, LEARN dropbox**
  - H. McLeod. The 5Ks of the Khalsa Sikhs - **CRITICAL REFLECTION ASSIGNMENT 2, due FEB. 5 midnight, LEARN dropbox**
  - P. Singh. Scripture as Guru in the Sikh Tradition - **CRITICAL REFLECTION ASSIGNMENT 3, due Feb. 26 midnight, LEARN dropbox**
  - H.S. Bhatti, D.M. Michon. Folk Practices in Punjab - **CRITICAL REFLECTION ASSIGNMENT 4, due Mar. 3 midnight, LEARN dropbox**
- *What the Body Remembers* commentary outline/sources to be used, **due Mar. 16, IN CLASS**
- *What the Body Remembers* commentary, **due Mar. 30 IN CLASS**
- Final test, **April. 1 – IN CLASS, 60 minutes**

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**A COUPLE MORE THINGS...**

- **WHILE I AS YOUR PROFESSOR WILL MAKE EVERY EFFORT TO FOLLOW THIS COURSE OUTLINE AS CLOSELY AS POSSIBLE, AN OCCASIONAL MINOR CHANGE MAY BE MADE.**

- **I EXPECT STUDENTS TO BE ON TIME FOR CLASSES. THE DOOR WILL BE SHUT AT 1:05. IF YOU HAVE AN EXCELLENT REASON WHY YOU WILL BE LATE FOR CLASS, PLEASE LET ME KNOW IN ADVANCE.**

**Course Requirements:**
1) **On-line critical reflection of selected readings**, CHOOSE 2 OUT OF THE 5 LISTED AND POST IN APPROPRIATE DATED DROP BOX: (articles on Learn)

- T. Ballantyne, Looking back, looking forward.
- H. McLeod, The Five Ks of the Khalsa Sikhs
- P. Singh, Scripture as Guru in the Sikh Tradition
- H. Bhatti, D. Michon, Folk Practices in Punjab
- P.S. Judge, Social Construction of Identity in a Multicultural State

- 5-6 pages, double spaced, 12 point font
- Choose 4 major points of the reading and craft an analytical response to these points. Go beyond a purely emotional response to the reading. Engaging with the material is more than simply ‘agreeing’ or ‘disagreeing’ with an article or a statement. Make connections with the lecture, film (where applicable) and your required readings for the week. Also evaluate the article as a whole. See Appendix A for good tips on how to do so as well as carefully reading the ‘what is a critical reading’ highlight below.
- Write your critical reflection in a Word document, then upload the document to the correct drop-box in LEARN. These drop boxes are each labeled accordingly.
- You have one week to complete your assignment. See important dates above.
- Please put your name in the file you are uploading. Failure to do so may result in not receiving credit for your work.
- See proper citation methods, Chicago Style, to be utilized under ‘Appendix B’ of this syllabus.

**WHAT IS A ‘CRITICAL READING’ OF A TEXT?**

Learning how to read critically involves becoming actively engaged in what we read by first developing a clear understanding of the author’s ideas, then questioning and evaluating the arguments and evidence provided to support those arguments, and finally by forming our own opinions. Reading this way requires that we develop skills that aren’t necessary for more passive forms of taking in information. However, it also allows us to get more from what we read.

**Steps in critical reading:**

- **Before you read**
  Scan the piece to get an idea of what it is about and what the main argument is. This may include reading an introduction if there is one, or the subheadings.

- **While you read**
  Keep a running dialogue with the author through *annotation* by recording your thoughts, ideas, and questions. Underline, highlight, or circle important parts and points, and write comments in the margins.

- **After you have read**
  Look over your annotations to get an overall idea of the text. You may also choose to write a summary to solidify your understanding.

- **Responding to the text**
  After you have developed a clear sense of the author’s argument and line of reasoning, you are able to analyze the author’s argument and methods.
2) **Class presentation** - (25-30 minutes)

- students will choose a specific week for a team presentation during the first two weeks of class, sign-up will commence week 1 through week 2
- presentations will be based on topics or a specific reading chosen by the professor to augment the course materials offered
- students will be marked on content, how closely they adhere to the week’s presentation topic, their sources (these MUST be scholarly sources), the actual presentation and interaction with the rest of the students in class – **THIS INCLUDES GROUP DIRECTED CLASS PARTICIPATION**
- **You must include at least four scholarly/academic resources** in your novel commentary; these can be either journal articles or essays within scholarly volumes. **Your sources will be evaluated.** See Appendix ‘A’ for resources that will help you understand what constitutes a scholarly article and Appendix ‘C’ for help in citing sources.
- students must use power point presentation materials
- Notes utilized in your presentation along with sources used must be sent to the professor before the presentation to be posted on LEARN.
- DO NOT RELY ON THE WWW (unless you are accessing online scholarly journals). This is considered shoddy scholarship as most online sites are not peer reviewed! If you utilize anything from the WWW, you MUST cite the website from which you have taken information. This is also the case for images taken from the internet. It is best if you do so right on the slide. See proper citation methods under Appendix ‘C’.
- **Send the professor your notes, sources and power point presentation at least 3 hours before class.** These will then be uploaded onto the course website. Failure to do so will result in marks being docked. This means that each student is responsible for ensuring that they meet her/his responsibilities.

3) **PRESENTATION OUTLINE/SOURCES:**

- Hand in an outline of how the class presentation will be presented, and most importantly, the sources to be utilized in the presentation
- **THIS MUST BE HANDED IN 1 WEEK BEFORE THE PRESENTATION, IN CLASS – THERE WILL BE NO EXTENSIONS FOR THIS PORTION OF THE ASSIGNMENT AND LATE OUTLINES WILL BE MARKED ‘0’**

**NOTE: IT IS IMPORTANT THAT YOU NOT MAKE YOUR PRESENTATION TOO BROAD. STICK WITH THE TOPIC GIVEN AS THIS PRESENTATION IS SIMPLY TO AUGMENT THE LECTURE, COURSE READINGS.**
4) **Commentary** – sources, outline and major points covered (beyond the questions to be answered in your commentary) *(1-2 pages)*

- Due 2 weeks before your commentary is due in class

5) **What the Body Remembers**: *(8-10 pages)*

This is NOT a book review; it is rather an exploration of the **culture, history, practices, religious attitudes and the racial issues** that the protagonists of this novel face during one of the bloodiest periods of modern history, Partition. This wonderful book offers a unique perspective of the challenges and joys of being a Sikh during a time of chaos. Your task is to read the book, while at the same time engaging with your course readings and films, as well as additional research into your paper to come to an understanding some of the central Sikh as portrayed in the novel. Some pertinent questions that will guide you in this commentary are:

- **In this commentary you need to:**
- Look at what we have learned about the Sikh religion, and compare this with Baldwin’s portrayal of Sikhism
- Are there are inconsistencies between Sikh ideals and practices as portrayed in the novel? What are they? How have we looked at issues of diversity, lived religion, ideals/practices? Discuss.
- Does the novel portray a single Sikh identity? If not, highlight and attempt to account for this diversity
- Explore the divergent religious experiences between male and female Sikhs in the novel.
- Explore issues of gender difference with regard to Partition.
- Each of these questions must be answered in your novel commentary. You are however not limited to the issues raised above if you wish to explore additional issues raised in the novel.
- You must include at least **four** additional scholarly/academic resources in your novel commentary; these can be either journal articles or essays within scholarly volumes. Your sources will be evaluated. See Appendix ‘B’ and ‘C’ for resources that will help you understand what constitutes a scholarly article and Appendix ‘D’ for help in citing sources.
- This book commentary must be double-spaced and typed in a **12 point font**.
- **If you wish to receive your paper with comments, please hand it in with a stamped and self-addressed envelope. Otherwise papers will simply be graded without comments and you can pick them up from my office at a time pre-arranged by you.**

6) **Class participation:**

- Class participation clearly refers to ‘participation’ in the class, not simply ‘being’ in class.
- Since this is a small class, time will be set aside to specifically discuss the course materials
Students are expected to have done the readings for the week and to be willing and able to discuss the readings in class.

Come to class prepared to discuss significant points from each of the readings on the weekly reading list.

I am aware that for some students, speaking up in class is incredibly difficult. If you cannot speak up, you may hand me a sheet of paper with some of your thoughts or questions during the class break, or, whenever you feel a need to contribute. This attempt to accommodate does not apply to small group discussions.

If you miss more than 3 classes in the semester, your professor has the option of automatically giving you ‘0’ for participation.

7) Final in class test – Test material will cover the entire 12 weeks -- it will include definitions, short answer and an essay question

PLAGIARISM:

I take plagiarism very seriously. This is what the university guidelines have to say, Policy 71: “Plagiarism, which is the act of presenting the ideas, words or other intellectual property of another as one’s own. The use of other people’s work must be properly acknowledged and referenced in all written material such as take-home examinations, essays, laboratory reports, work-term reports, design projects, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under this policy.” See http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

When citing sources utilize the Chicago Citation Style; see Appendix ‘D’ at the end of syllabus for an overview of this style. You will be docked if you do not follow this citation style.

Students are also directed to “How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors” http://watarts.uwaterloo.ca/~sager/plagiarism.html

For any additional research you may wish to be doing at the library, here is the Library’s Subject Guide for Religious Studies: http://www.lib.uwaterloo.ca/discipline/religious/index.html.

If you wish to speak to someone in Dana Porter library about research in Sikhism or religion in general, the Religious Studies contact person is Sandra Keyes, skeys@library.uwaterloo.ca
**WEEKLY BREAKDOWN OF COURSE:**

The readings from Dr. Jakobsh’s volume that are required readings are hereafter cited as *Sikhism*. All other readings (also required) are on Learn.

**UNIT 1: Introduction**

Jan. 6:
- Welcome, class introductions, course overview, presentations chosen

Jan. 8:
- Introductory lecture, presentations chosen

**Readings:**

**Learn:**

**UNIT 2: Studying the Sikhs**

Jan. 13:
- Lecture

Jan. 15
- Film and discussion
- Presentations finalized

**UNIT 3: The Early Guru Period**

Jan. 20
- Lecture

Jan. 22
- Film and/or discussion of readings (please have your weekly readings done and be ready for group discussion);

**Readings**

**Learn:**

**UNIT 4: The Later Guru Period**

Jan. 27
- Lecture

Jan. 29
- Presentation: Contextualizing Martyrdom in Sikh history and today; what is the meaning of martyrdom within Sikhism historically and in the present day? Give examples of historical and contemporary martyrs.

**Readings**
- *Sikhism*, pp. 29-40
UNIT 5: The Sikhs and the Colonial Empire
Feb. 3
  • Lecture
Feb. 5
  • film
Readings:
  • Sikhism, pp. 40-47.
Learn:

UNIT 6: ‘Sikh scripture(s) and Sikh Doctrinal Thought’
Feb. 10
  • Lecture
Feb. 12
  • Presentation: What is unique about Sikh scripture?
Readings:
  • Sikhism, pp. 48-58
Learn:

READING WEEK, FEB. 15-19

UNIT 7: Sikh Rituals, Worship and Devotional Practices
Feb. 24
  • Lecture
Feb. 26
  • Presentation: Birth and Death rituals in Sikhism (explore whether there is a gendered element within these ritual processes)
Readings:
  • Sikhism, pp. 58-71
Learn:
  • Sikh Reht Maryada, os, sikh Rehat Maryada (Learn-Content – Additional Readings). Skim through the Maryada to get an idea of the layout, central issues including notions of identity and devotion within this important Sikh text. Come to class with any questions you may have with regard to the Sikh Reht Maryada.

UNIT 8: Sikhs and Modern History, Punjab
Mar. 2
  • Lecture
Mar. 4
- Presentation: Sikh Militancy in Canada: 1984 and beyond

Readings:

Learn:

UNIT 9: Sikh Identity and Social Practices
Mar. 9
- Lecture / film
Mar. 11
- Class discussion – be prepared for *What the Body Remembers* class discussion – use this time to gather your thoughts on the book, the questions you have and how it fits into the course material

Readings:
- *Sikhism*, pp. 72-83.

Learn:

UNIT 10: Sikh Diversity
Mar. 16
- Lecture
Mar. 18
- Presentation: choose two distinct ‘groups’ (sometimes called ‘sects’) outside of the Sikh mainstream and show their connection to ‘the mainstream’ as well as their differences (3HO, Damdami Takhsal, Namdharis, Nirankaris, Ravidassias, AKJ, etc.)

Readings:
- *Sikhism*, pp. 105-117.

Learn:

UNIT 11: Sikhs in the diaspora
Mar. 23
- Lecture
Mar. 25
- Presentation: Sikh Marriage and Gender Issues in Canada

Readings:
- *Sikhism*, pp. 84-104.

Learn:
• Listen TO CBC Ideas program, ‘Voyage of the Undesirables. Remembering the Komagata Maru.’ See Learn-Content-Links.
• Listen to CBC, The Current, ‘A young gay man fears the threat of honour killing’, see Learn, Content, Links.

UNIT 12: Gender and Sikhism
Mar. 30
• Lecture
Readings:
Learn:
• G.K. Gill. 1998. Female Feticide as a Contemporary Cultural Practice in the Punjab, Course Library Reserves.
• Nicola Mooney, “Aspiration, reunification and gender transformation in Jat Sikh marriages from India to Canada,” Dialectical Anthropology. 23, pp. 203-213, Course Library Reserves.

LAST DAY OF CLASS
April. 1
• Test
APPENDIX ‘A’

IS THIS A SCHOLARLY ARTICLE?? Or Not???

College instructors often require that students include only scholarly articles in the bibliographies of their research papers. But how can a student tell the difference between a scholarly publication and a popular one that’s written for a general audience?

The criteria below will help you recognize a scholarly or research article. Not every one of these criteria will be found in every article, but when you can answer yes to many of the following questions, you can be quite confident that you’ve found the kind of literature your instructor wants you to use.

Looking at the Citation

These criteria are most important when you are looking at a citation for an article in an index, a database, or a bibliography:

- Does the periodical title depict a very specific subject area?
- Does the article have a complex and lengthy title?
- Are the authors’ names listed along with their degrees, titles, or other credentials and/or the names of the institutions with which they are affiliated (particularly colleges or universities)?
- Was the article cited in a subject-specific index or database (e.g., Education Index, Medline, Sociological Abstracts)?
- Does the periodical title contain the words Journal, Studies, Research, or Review?
- Is the article long -- more than 5 pages?

Looking at the Article On-Line (all of the above, plus:)

- Does the article use technical language and specialized vocabulary?
- Does it assume some subject knowledge on the part of the reader?
- Is it complex & not easily comprehended by a general reader? Does the article include footnotes, a bibliography, or list of references?
- Is the text accompanied by tables & charts, but not many photos or drawings? (unless the field is visually-oriented, such as art, design, or architecture)
- Does the article report on the results of research or experiments?
- Does the article include a review of the literature, i.e., a summary of other articles written on the topic?
- Does an abstract or summary of the article appear before the article itself begins?

Looking at the Actual Article in a Periodical (all of the above, plus:)

- Is the periodical published or sponsored by a scholarly society or organization? (e.g., American Psychological Association, Modern Language Association)
- Does the publication list an editorial board near the front of each issue?
• Does the publication have a serious look, with few design or graphic elements? Does it have a limited number of color photographs or illustrations?
• Does the periodical contain almost no advertising? Are the ads for journals, professional organizations or other non-commercial products?
• Is the periodical published monthly or less frequently?

POPPULAR LITERATURE “GIVEAWAYS”

There are also a few characteristics that almost always indicate that the article or periodical you have is NOT scholarly, but is a general-interest publication. Answering yes to many of the following questions should raise a red flag in your evaluation.

Are authors' names missing?
Are there very few, very brief, or no bibliographies?
Are there lots of full-color ads for popular commercial products?
Is the language very easy to understand?
Is the periodical published frequently, daily or weekly?
Does the periodical contain lots of graphics, photos, & color?
Would the article appeal to a broad range of people?
Can the periodical be purchased at newsstands or stores?

THE GRAY AREAS (there always are some!) As mentioned above, not every scholarly criterion will be present in every scholarly article. A popular article may meet a few of the scholarly criteria. Occasionally, a scholarly article will be published in a popular magazine. In addition, for some topics or disciplines, popular magazines such as Time or Sports Illustrated may be appropriate. If you are uncertain about whether an article is acceptable to your instructor or not, the best approach is to ask!

Adapted from State University of New York, New Paltz,
http://library.newpaltz.edu/assistance/scholar.html
APPENDIX ‘B’: CHICAGO CITATION STYLE

THERE ARE NUMEROUS VERSIONS OF THE CCS, DEPENDING ON THE DISCIPLINE ONE IS WORKING WITHIN. THIS IS THE VERSION THAT IS REQUIRED FOR RS 202.

‘B’ REFERS TO BIBLIOGRAPHY, ‘T’ REFERS TO THE CITATION WITHIN THE TEXT AND ‘N’ REFERS TO FOOTNOTE.

Book

One author
T: (Doniger 1999, 65)

Two authors
T: (Cowlishaw and Dunbar 2000, 104–7)

Four or more authors
T: (Laumann et al. 1994, 262)

Editor, translator, or compiler instead of author
T: (Lattimore 1951, 91–92)

Editor, translator, or compiler in addition to author
T: (Bonnefoy 1995, 22)

Chapter or other part of a book


Book review

T: (Gorman 2002, 16)

Thesis or dissertation

T: (Amundin 1991, 22–29, 35)

Paper presented at a meeting or conference

T: (Doyle 2002)

Web site

T: (Evanston Public Library Board of Trustees)

Weblog entry or comment

T: (Peter Pearson, The Becker-Posner Blog, comment posted March 6, 2006)

E-mail message


Item in online database

Journal articles published in online databases should be cited as shown above, under “Article in an online journal.”

T: (Pliny the Elder, Perseus Digital Library)