



HR-XXXX: Introduction to Buddhism and Buddhist Studies

Mondays 2:10 – 5:00 p.m.
Fall 2018, 9/09 – 12/10/2018

Instructor(s)

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Instructor Office Hours: Tuesdays, 2:00-4:00

Course Description

This course introduces students to the diversity of Buddhist traditions and the academic study of Buddhism. The course covers the development of Buddhism across Asia, its history, major texts, lineages, practices and doctrines as well as substantive contemporary issues. Secondly, the course discusses the academic field of Buddhist studies, its own historical development, theories and methods, orientations and assumptions. The course is required for the IBS Certificate in Buddhist Studies and is ideally suited for GTU consortial students. No prior Buddhist studies required; auditors permitted.

Student Learning Outcomes and Assessment

At the end of this course students will:

Outcome	Assessment
1. develop foundational knowledge about the Buddhist tradition, its multiple lineages, and core practices and texts	1. in-class participation and mid-term exam
2. demonstrate knowledge of one standard Buddhist Studies methodology (eg., philology, history, ritual studies, etc.)	2. mid-term exam
3. engage in dialogue with practitioners of another Buddhist or religious tradition	3. in-class discussion
4. produce a research project with a clearly defined thesis statement supported by appropriate evidence	4. final research paper

Course Requirements

1. In-class participation and discussion

Regular class attendance and active participation in discussions is a requirement in this course. Class discussions will be guided by the questions of critical analysis outlined below:

- Are the points made substantive and relevant to the discussion?
- Do comments show that the participant has been listening and sensitive to other perspectives in class?
- Do comments clarify and highlight the important aspects of earlier comments?
- Is the participant willing to interact with other class members?
- Do comments show evidence of analysis?
- Do comments add to our understanding of Buddhism, the West, or course themes?

2. Mid-term exam (due via email October 26)

A take-home exam of 3 to 5 questions will be distributed to students on week 5; the exam is due (via email) not later than that the Friday of Reading Week, October 26. Exam essay question answers should be no longer than a paragraph and will be based in the course content presented the first half of the semester.

3. Final research paper (prospectus due, November 5, paper due December 14)

All students will submit a final research paper. Research papers begin with an idea that you are passionate about, a question that you want to answer. This question is the topic of your paper, the focus of your research. The answer to that question becomes your paper's thesis statement. Final paper topics should be presented to the instructor in a one-page prospectus due Week 10, November 5. The prospectus should summarize the proposed paper's topic, include a draft thesis statement, and list 3 to 6 sources you will be using in the paper. The instructors will review the prospectus and offer feedback.

The final paper must:

- be roughly 3000-4000 words in length,
- engage an issue relevant to the course (is about Buddhism or Buddhist Studies),
- state and defend an argument (is not simply a summary of existing ideas),
- provide relevant evidence in support of this argument,
- engage both primary and critical secondary sources as relevant to the topic, and
- follow the citation style mandated by the GTU (Turabian).

Research papers are due the final day of the semester, **December 14**, no exceptions.

On the last day of class, students should be prepared to discuss, in an informal way, their final papers. This exercise is intended to help students clarify ideas and get last-minute feedback from peers.

See the rubric on page 6 for additional guidelines.

Required Readings

Harvey, Peter. *An Introduction to Buddhism: teachings, history and practices*. Cambridge: Cambridge University Press, 2013. 978-0521676748. \$30.00 (paperback).

Lopez, Donald S., ed. 2005. *Critical terms for the study of Buddhism*. Chicago: The University of Chicago Press. 0226493156 \$27.90 (paperback).

Weekly Schedule

Date	Outcomes / Topics	Readings	Activities	Items Due
Week 1: 9/3 Labor Day No Class			Students will receive syllabi and should begin reading in anticipation for the first meeting on September 10	
Week 2: 9/10 Introduction to Course, Life of Buddha	<ul style="list-style-type: none"> ● Review course syllabus, requirements, etc. ● Begin overview of Indian context for Buddha's biography ● Become familiar with concepts from the Buddha's ancient Indian context 	Begin Harvey, especially Chapters 1 and 2, pg. 8-49.	Review course materials. In-class lecture.	N/A
Week 3: 9/17 Early Contexts and Teachings of Buddhism, early development of Buddhism	<ul style="list-style-type: none"> ● Become familiar with the events of the life of the Buddha, his nature as "the Buddha," his style of teaching, and the content of the Four Noble Truths ● Become familiar with the terms "<i>sangha</i>," "<i>abhidharma</i>," "<i>jataka</i>," and "<i>avadana</i>" ● Become familiar with the early schools of Buddhism, their doctrines and practices, as well as the emergence of Mahayana Buddhism 	Harvey, Chapters 1 and 2, pg. 8-49. Harvey, Chapters 3 and 4, pg. 50-113	In-class lecture and discussion	N/A
Week 4: 9/24 Later Developments: Mahayana and Tantric Buddhist paths	<ul style="list-style-type: none"> ● Become familiar with the various Mahayana schools of philosophy, i.e., Madhyamaka, Yogacara, Tathagatagarbha, and Avatamsaka/Huayan ● Become familiar with the Bodhisattva figure, the Mahayana pantheon, and the tantric perspective 	Harvey, Chapters 5 and 6, pg. 114-193	In-class lecture and discussion	N/A

Week 5: 10/1 The Spread of Buddhism: Ancient and Modern Asia	<ul style="list-style-type: none"> • Become familiar with the spread of Buddhism in South, East and Central Asia in the premodern period • Become familiar with developments in Buddhism in modern Asia 	Harvey, Chapters 7 and 12, pg. 194-236 and 376-418	In-class lecture and discussion	N/A
Week 6: 10/8 Varieties of Buddhist Practice: the Sangha and Meditation	<ul style="list-style-type: none"> • Become familiar with Buddhist monastic life and practices • Become familiar with the various meditative and contemplative practices of the Buddhist tradition 	Harvey, Chapters 10 and 11, pg. 287-375	In-class lecture and discussion	N/A
Week 7: 10/15 Varieties of Buddhist Practice: Devotion and Ethics	<ul style="list-style-type: none"> • Become familiar with Buddhist practices of devotion • Become familiar with Buddhist perspectives on various ethical issues and the practice of morality in the Buddhist tradition 	Harvey, Chapters 8 and 9 pg. 237-286	In-class lecture and discussion	N/A
Week 8: 10/22-26 Reading Week No Class	N/A	N/A	N/A	Take-home mid-term exam due via email by end of reading week.
Week 9: 10/29 The quest for origins: The Buddha	<ul style="list-style-type: none"> • Explore the ways in which “the West” first came into contact with “Buddhism” and the assumptions and biases which informed that early encounter. • Discuss the ways in which this encounter shaped modern understandings of Buddhism-as-religion. 	Lopez, Introduction and Chapter 1, pg. 1-36	In-class lecture and discussion	N/A
Week 10: 11/5 Buddhist history and art	<ul style="list-style-type: none"> • Become familiar with scholarly issues around the use of the term “history” in the context of Buddhist studies • Become familiar with issues in the category of “Buddhist art” 	Lopez, “History” (pg. 124-142) and “Art” (pg. 37-55)	In-class lecture and discussion	Final paper prospectus due

Week 11: 11/12 Practice and Ritual	<ul style="list-style-type: none"> • Explore the distinction between “ritual” and “practice” in both scholarly and religious discourse. • Understand the distinction between “insider” and “outsider” (theological/religious studies) approaches to studying Buddhism 	Lopez, “Practice” (pg. 229-244) and “Ritual” (pg. 245-270)	In-class lecture and discussion	
Week 12: 11/19 AAR and Thanksgiving No Class	N/A	N/A	N/A	
Week 13: 11/26 Buddhist institutions	<ul style="list-style-type: none"> • Discuss the development of the <i>vinaya</i> in context of policing sexual behavior. • Explore the consequences of constructing community or institutions through the enactment of rules and behavioral norms 	Lopez, “Institution” (pg. 143-161) and “Sex” (pg. 271-290)	In-class lecture and discussion	
Week 14: 12/3 Buddhist modernity/modern Buddhism	<ul style="list-style-type: none"> • Discuss the history of the modern period and its specific impacts in both “the West” and “Asia.” • Explore how Buddhism/Buddhist studies emerged within the modern context and its impacts on the study and practice of Buddhism 	Lopez, “Modernity” (pg. 311-333)	In-class lecture and discussion	
Week 15: 12/10 Final class presentations		N/A	In-class presentation of student’s final papers	Final research papers due by end of the semester 12/14

Assessment

Final Course Grade

- Discussion = 25%
- Mid-term exam = 25%
- Final Paper = 50%

Assignment Rubrics

Final research paper will be evaluated on the following criteria:

Criteria	Exceeds Expectations (A)	Meets Expectations (A-/B)	Below Expectations (C)	Problematic (D)
Thesis/argument	Excellent. This is an ambitious, perceptive project that grapples with complex ideas. The thesis is clearly stated and contextualized in the introduction. The essay presents more than a summary of existing ideas, and is not simply repeating what the student has read or learned in class.	The project reaches high and achieves its aim. The thesis is stated clearly but perhaps with less contextualization. The author does more than summarize existing ideas, but some areas may require more depth or the essay includes stray, irrelevant ideas.	The project has conceptual problems. The thesis may be unclear or poorly stated. The essay lacks an argument but is merely a summary of existing ideas or a personal reaction to the topic (i.e., mere opinion).	The project is incoherent or is extremely problematic in any of the areas mentioned.
Organization	The essay is clearly and explicitly organized. The introduction lays out the structure of the essay, and essay sections include transitions and summaries of ideas. The conclusion both summarizes the essay's argument and points toward potential research vistas.	The essay is well organized, the introduction states the essays structure and intent. Some connections may still need to be made, especially in regards to transitions between sections. The conclusion summarizes the essay's argument.	The essay is poorly organized; the introduction does not state what the author is going to do; there are no transitions or summaries of ideas.	The essay is not organized in any logical fashion.
Evidence	The author employs appropriate and relevant primary and critical secondary sources. Evidence is both contextualized and related explicitly to the thesis or argument.	The author employs appropriate and relevant primary and critical secondary sources. Evidence is contextualized; however, there may not be enough evidence or it is not thoroughly engaged.	Evidence provided is irrelevant or culled from inappropriate or unreliable sources. What (good) evidence is supplied is not engaged, contextualized, explained or related to the thesis/argument.	Evidence is either not presented or is wholly irrelevant and unreliable.
Writing/style	Language is clean, precise, elegant, and jargon-free. Ideas and terms are introduced and explained appropriately. The author uses the correct citation format, and typos and other errors are at a minimum (or nonexistent).	Language is adequate and clear, and the author has used the correct citation format. Vernacular language is avoided, and typos and grammatical errors are minimal.	Language and word choice is unclear; sentences are awkward, illogical, or contradictory; punctuation, grammar, etc., are problematic. There is an over-reliance on vernacular language. Correct citation format is not used.*	The essay contains an overabundance of grammatical and stylistic errors, or inappropriate language.

** Note: non-native English speakers are strongly encouraged to seek help from peers when writing papers to check for errors. Please see me if you have concerns.*

Required GTU Policies

Plagiarism

Plagiarism is the presentation of another's ideas, methods, research, or words without proper acknowledgement. It runs the gamut from failing to cite a reference (sloppy scholarship), to passing off another's work as one's own. It includes close paraphrasing as well as lifting of entire lines nearly verbatim without acknowledgement. As the effects of the plagiarism will be the same regardless of intent, intent will not be construed as essential to the act, although it may be considered in determining whether the charge of plagiarism should be pursued or what the penalty may be. For general requirements for proper acknowledgement in written work, see the most current edition of Kate Turabian, *Manual for the Writers of Term Papers, Theses, and Dissertations* and *The Chicago Manual of Style*.

Arrangements in Cases of Documented Disability

If you will need special arrangements for meeting course requirements for reasons of documented disability, please speak to one of the instructors very early in the term so that appropriate arrangements can be made. A description of the GTU policy regarding accommodation for differently abled students is online at:

<http://gtu.edu/admissions/life-at-gtu/students-with-disabilities>

Honor Code

Students in all courses and phases of the Doctoral Program are subject to the GTU Honor Code, described on p. 15 of the on-line Student Handbook. Please note: "Documented evidence that a student has violated the honor code may result in immediate expulsion from the program."

Other GTU Policies

Students and faculty in required Doctoral Seminars are also subject to GTU Institutional Policies, detailed on pp. 54 ff. in the on-line Student Handbook, including: Non-discrimination, AIDS non-discrimination, and Drug Free Environment (52), Inclusive Language (54), Plagiarism (55 ff.), Exceptions and Accommodations (63 ff.), and Sexual Misconduct (65 ff.).

Required IBS Policies

Please see the IBS catalog for a complete list of institution-specific policies.

Incompletes

Permission to take an incomplete in a course is by petition only. Petitions must be made no later than the last day of instruction. Failure to file an incomplete form by this time will result in a failing grade for the course. An Incomplete (I) grade must be made up within three weeks of the end of the current semester. Faculty must turn in the grade three weeks after the submission of the student's work. If no grade is turned in by the

end of the sixth week after the semester ends, the “I” will automatically change to a grade of “F” and will not count toward graduation requirements (i.e., no credit is earned for the course, it counts as a 0 for GPA). This becomes the student’s permanent grade for the course. The course can be repeated when it is offered at a later time; however, the failing grade remains on the student’s transcript.

One Paper for Two Classes

Any student wishing to submit one paper in fulfillment of the writing requirements of two classes must first obtain the written consent of both instructors. Second, the paper must meet the cumulative requirements for the writing assignment required in both classes. This applies not only to such items as total page length and stylistic requirements, but also to topics and kinds of treatments. For example, if one class requires 15 pages and the other 20, the student will need to complete a 35 page paper. Similarly, if one requires examination of a particular individual’s thought, and the other a report on an historical era, the final paper must both report on an historical era and examine the thought of a particular individual. Students are advised that actually fulfilling the requirements for two classes is more difficult than writing two separate papers. Failure to follow the guidelines of this policy will be considered an instance of academic dishonesty, and will be dealt with accordingly. This could result in failing both classes, being reported to the Office of the Dean, and dismissal from the program for academic dishonesty.