

Religion 340: Buddhism (Spring 2021)  
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Sculpture of a seated buddha, Cave 45, Tang dynasty (618–907 CE). Mogao Grottoes, Dunhuang, China. Courtesy the Dunhuang Academy. Photo: Wu Jian

### Description

The worlds of Buddhism stretch in space and time from approximately the fifth century BCE in north India and western Nepal to the numerous Buddhist communities in Wisconsin today. This course will orient you to the diverse set of ideas, cultures, beliefs, and practices that make up the Buddhist world, and give you the tools to understand the diversity of Buddhisms today. In this course you will be asked, in many different ways, to view the world from perspectives radically different from your own, a skill essential for our times. What we do in class and what you do to prepare for class are both designed to facilitate this goal.

### Learning Outcomes

This course offers you the tools necessary to achieve the following outcomes (in ways that are specific to Buddhism):

- **GEP Humanities 1:** Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition

(such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).

- **GEP Humanities 2**: Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.
- **GEP Global Awareness 1**: Identify and explain various components of a culture that is distinct from those found within the United States.
- **GEP Global Awareness 2**: Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.
- **RELIGIOUS STUDIES**: Demonstrate the ability to interpret, describe, and compare religious phenomena as they intersect with diverse historical, social, and cultural contexts.

**You will leave this class able to begin to answer these "big questions":**

What ways of thinking and being in the world are distinctively Buddhist? How have Buddhisms changed over time and space? What can the study of Buddhism teach us about being human?

***Achievement of these learning outcomes will be assessed through the following:***

**Canvas quizzes and graded discussion forums** that assess your knowledge of specific terms and information from a given week. (GEP Global Awareness 1 and 2, Religious Studies)

**Class polls, synchronous class discussions, and discussion forum posts** (GEP Humanities 1 and 2, GEP Global Awareness 1 and 2, Religious Studies).

**Short Answer Test** that will measure your understanding of specific concepts from Unit 1 (GEP Humanities 1 and 2, GEP Global Awareness 1 and 2, Religious Studies).

**Essay writing** integrates what you learned in Unit 1 with the more complex content in Units 2 and 3 (GEP Humanities 1 and 2, GEP Global Awareness 1 and 2, Religious Studies).

**Final Research Essay, Group Research Project, and Individual Research Report** require you to engage in research and expository writing on a specific topic or question that connects to Buddhism in some way (GEP Humanities 1 and 2, GEP Global Awareness 1 and 2, Religious Studies).

**Explanation of Alignment with Learning Outcomes**

This class examines how Buddhists in different times and places have investigated the nature of reality and sought to cultivate virtue and deal with life. Exploration of these topics, both separately and in overlap, directly engages questions about truth, meaning, purpose, and justice (GEP Humanities 1). The content of this course spans much of Asia in space and over 2000 years in time; in myriad ways the course both exposes students to worldviews different than their own (GEP Humanities 2) and requires that they become competent in both general and culture-specific categories of Buddhist thought and practice (GEP Global Awareness 1). The course specifically engages the ways that globalization, colonialism, and ethno-nationalism intersect with Buddhist ways of being in the world (GEP Global Awareness

2). All of the above are only possible when specific examples of religious beliefs and practices are engaged within the context of their specific historical, social, and cultural contexts (Religious Studies).

### Grading and Student Expectations

**Weekly Canvas Quizzes: 10%.** We will have weekly Canvas quizzes during most weeks that will be due by the beginning of the week for which the material is assigned.

**Weekly Graded Discussion Forum: 10%.** At the conclusion of most weeks, you will need to post an answer to a question or questions based on materials from that week by Friday at midnight

**Unit 1 Take-Home Test: 15%.** Short-answer format.

**Unit 2 Essay: 20%.** 600-800-word expository essay on Unit 2 material.

**Unit 3 Small Group Discussion Leaders: 5%.** The class will be divided into small groups. In Unit 3 each group will be assigned a specific topic or article and will need to read the material, discuss as a small group, report to the class, and facilitate class conversation.

**Final Research Project: 30%.**

- **Final Research Essay Prospectus: 5%.** The first step in the research process: a set of short-answer questions you will answer as the first step in your research project – guidelines will be provided at the beginning of Unit 3.
- **Final Research Essay Annotated Bibliography: 5%.** The second step in the research process - guidelines will be provided at the beginning of Unit 3 - guidelines will be provided at the beginning of Unit 3.
- **Final Research Essay Oral Presentation: 5%.** Each student will present in-progress research during the final two weeks of the semester. Guidelines will be provided at the beginning of Unit 3.
- **Final Research Essay: 15%.** The final assignment of the semester is a minimum 1000-word research essay on a topic related to Buddhism. Guidelines will be provided at the beginning of Unit 3.

**Participation: 10%.** You must actively participate in our class at least 10 times during the semester. Active participation is defined as some combination of the following:

1. Attending synchronous Zoom sessions **AND** participating in thoughtful discussions with other students that demonstrate that you have prepared the class materials.
2. Posting relevant, thoughtful, informed comments in the asynchronous class discussion forum each week that you have missed class.
3. Discussing class material with me outside of synchronous class meetings.

This form will function as your own self-evaluation of the participation grade you feel you deserve for the semester. I will then take this self-evaluation into account when determining your participation grade. NOTE: **If you miss more than 3 synchronous Zoom classes for any reason your participation grade will be a zero** unless you meet with me and we determine that your absences are not impacting your ability to be successful in this class.

## Percentage to Letter Grade Conversion

A: 94-100, A-: 90-93, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76. C-: 70-72, D+: 67-69, D: 65-66, F: 64 or lower.

## Office Hours

Office hours will be through Zoom at the following times: Monday 3-5, Friday 4-5, and by appointment. Let me know when you would like to meet and I will send you a Zoom invitation.

## Required Texts: For Rental

We are NOT reading these text rental books in their entirety.

*The Experience of Buddhism* (Strong)

*The Life of Buddhism* (ed. Reynolds and Carbine)

## Required Texts: For Purchase

*Buddhism: A Very Short Introduction* by Damien Keown (***2nd edition***). ISBN-10: 0199663831 ISBN-13: 978-0199663835. **Note: Please be sure that you are purchasing the 2013 version of this book.**

## Course Policies

### **Assignment Submission and Late Work Policy**

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested *before the due date*. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a compelling reason and instructor approval. If such a reason exists, please let me know as soon as possible and we will figure it out together. ***I am always ready to work with students who are struggling.*** Without instructor permission, late or missing assignments may affect the student's grade.

## Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - Laptop, tablet with keyboard, or desktop computer
  - webcam
  - microphone
  - printer
  - a stable internet connection (don't rely on cellular)

## Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [**UWSP Handbook Chapter 9 Section 5**]

## Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - o IT Service Desk Phone: 715-346-4357 (HELP)
  - o IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

## Inclusivity Statement

My goal in this course is to create and maintain a learning community that feels welcoming to students from all different kinds of backgrounds and experiences. Diversity (of sexuality, disability, age, socioeconomic status, gender, ethnicity, race, nationality, religion, and culture) makes our learning better, but only if our class feels like a safe space for learning and growth. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Incomplete Policy

An incomplete will only be assigned if extenuating circumstances prohibit normal completion of the course and it must be completed within the following semester. If necessary, I will refer the student petition to the Dean of Students office.

## Netiquette Guidelines<sup>1</sup>

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community. The following netiquette tips will enhance our learning:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful but do not overdo or overuse them.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

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<sup>1</sup> Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from [http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm) and Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

## Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

## Other Policies

### Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Academic Honesty Policy & Procedures

### **Student Academic Disciplinary Procedures**

#### UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

#### UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;



- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

### Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

### Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

### Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

### Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### Emergency Procedures

- See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point."

## Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for Rel 333 Spring 2021 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Week 1 Class Materials -- Look Here For Assignments

Student Tasks (To Do)

Please fill out the ["About Me"](#) and submit it by Friday at midnight.

Submit the [Week 1 Graded Discussion](#) by Friday at midnight.

Class Preparation

Wednesday, January 27: Attend first class (no class preparation.)

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Week 3 Class Materials -- Look Here For Assignments

**To-Do Date: Feb 10 at 5:03pm**

Student Tasks (To Do)

[Week 3 Canvas Quiz](#)

[Week 3 Graded Discussion Forum](#)

Class Preparation

Wednesday, February 10

- KEOWN: 48-60, 96-108
- STRONG: 3.5.5 (Mindfulness)
- HALLISEY: [Buddha in His Time and Ours](#)

NOTE: THESE READINGS MIGHT LOOK SHORT, BUT THEY ARE DIFFICULT. READ CAREFULLY AND THEN REREAD.

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Week 4 Class Materials -- Look Here For Assignments

Student Tasks (To Do)

[Week 4 Canvas Quiz](#)

[Week 4 Graded Discussion](#)

Class Preparation

Read carefully!

- KEOWN: 112-118 (part of Chapter 8: Ethics).
- STRONG:
  - 2.1.4 (The Acceptance of Women into the Order)
  - 2.3.2 (The Ongoing Development of the Rules)
  - 2.4 (Sangha Situations)
  - 2.4.1 (Nagasena Disobeys His Master and Preaches to a Layman)

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Week 5 Class Materials - Look Here for Assignments

**To-Do Date: Feb 24 at 5:30pm**

Student Tasks (To Do)

[Week 5 Canvas Quiz](#)

[Week 5 Graded Discussion](#)

[Note: The Unit 1 Test will be](#) distributed at the beginning of class and will be due the following Wednesday.

Class Preparation

- KEOWN: 19 ("Early Scriptures" text box), 30-31 (The Death of The Buddha), 61-62 (beginning of Chapter 5: Mahayana), 76-81 (first part of Chapter 7 -- the spread of Buddhism).
- [Intro to Divyavadana and the Story of Srona Kotikarna](#). **This is a long and complex story and should be read with care. We are going to spend a good deal of class analyzing this story.**

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Week 6 Class Materials

**To-Do Date: Mar 3 at 5:30pm**

[The Unit 1 Test](#) is due at the beginning of class on Wednesday, March 3. In-Class focus on Theravada Buddhism in Sri Lanka.

Week 7 Class Materials

**To-Do Date: Mar 10 at 5:30pm**

No quiz this week.

[Week 7 Graded Discussion](#).

PREPARE FOR CLASS:

- KEOWN: 78-81
- STRONG: 6.7 (Sangha and Society), 6.7.1 (Monks and. Money), 6.7.2 (Leaving the Sangha)
- *Life of Buddhism* Chapter 2: Image Consecrations (Thailand): p. 35-44
- *OPTIONAL: Life of Buddhism* Chapter 4: Village Rituals and Ceremonies (Thailand): p.61-70

## Week 8 Class Materials -- Look Here For Assignments

**To-Do Date: Mar 17 at 5:30pm**

### Student Tasks (To Do)

[Week 8 Quiz](#)

[Week 8 Graded Discussion.](#)

### Class Preparation

Summary of [Nang Nak story \(Links to an external site.\)](#)

Read "[Legends of Somdet Toh](#)". ([Links to an external site.](#))

Note: Somdet Toh / Somdej Toh is the really special monk who arrives at the end of the film and does something know one else can do.

Watch ALL of Nang Nak (it is long, and you may have to tell YouTube you are over 18.

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## Week 9 Class Materials - Look Here for Assignments

**To-Do Date: Mar 31 at 5:30pm**

Student Tasks (To Do)

[Week 9 Canvas Quiz](#)

[Week 9 Graded Discussion](#)

Class Preparation

Read [this case study from Harvard's Religion in Context program about Myanmar \(Links to an external site.\)](#). Be sure to read and view at least 3 of the resources at the end of the piece.

In *Life of Buddhism*, read Chapter 3: "A Tooth Relic and the Legitimation of Power."

In Strong, read 6.4.2 (The Rocket Festival in Laos). YES, I know this is not in Myanmar. :)

Did YOU notice?....

View "[The Ethnic Cleansing of Rohingya's Muslims, explained](#)" ([Links to an external site.](#)) (note: this is a twofer, as this is one of the resources that came at the end of the Harvard piece.

Read the BBC news summary "[Myanmar Coup -- What is Happening and Why](#)" ([Links to an external site.](#))

Read this Foreign Policy article "[When Buddhists Back the Army.](#)" ([Links to an external site.](#))

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Week 10 Class Materials -- Look Here For Assignments

**To-Do Date: Apr 7 at 5:30pm**

This week contains essentially four introductions: to Mahayana Buddhism, to Confucianism, to Daoism. and to the idea of "Chinese Religion" and the Three Teachings. In class we will work through each in turn before considering their interrelations.

Student Tasks (To Do)

[Week 10 Canvas Quiz](#) (this week will be due by Friday at midnight.)

[Week 10 Graded Discussion](#)

Have a look at the [Final Project guidelines before class.](#)

Class Preparation

### **Part 1: Mahayana Buddhism**

1. Keown: 61-75 (Chapter 5: "The Mahayana"), 81-87 (part of the "Spread of Buddhism chapter)

2. "[Interbeing](#) by Thich Nhat Hanh

3. Strong 4.2.2. "The Heart Sutra"

4. [Brief Intro to Pure Land Buddhism \(read through end of Section 5\) \(Links to an external site.\)](#)

### **Part 2. Confucianism**

5. [Confucius and the Confucian Tradition](#)

6. [Asia for Educators: Confucian Teachings](#) (view each of the short videos).

### **Part 3. Daoism**

7. [The Chinese Cosmos](#)

8. [Defining Daoism](#)

9. [Five Chinese Philosophers in Two Minutes \(Links to an external site.\)](#)

10. Yin-Yang and the Five Dynamic Systems

### **Part 4: Chinese Religions and the Three Teachings**

11. [Sanjiao: The Three Teachings](#)

12. [Cave Temples of Dunhuang](#)

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Week 11 Class Materials -- Look Here For Assignments

**To-Do Date: Apr 14 at 5:30pm**

Student Tasks (To Do)

[Week 11 Quiz](#)

[Week 11 Graded Discussion](#)

Have a look at the Final Project guidelines before class. We'll begin meeting with a reference librarian to discuss how to do research for your final project.

Also, here is a link to [the Unit 2 essay due next week.](#)

Class Preparation

In Strong, read 8.6.2 (The Legend of Miao-Shan)

In Living in the Chinese Cosmos read:

[Understanding "Religion" in Context](#)

[19th Century: European Encroachment](#)

[20th Century: Communism](#)

[Religion in China Today](#)

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#### Week 12 Class Materials

**To-Do Date: Apr 21 at 5:30pm**

Student Tasks (To Do)

[Write the Unit 2 Essay.](#)

Start thinking about your [Research Prospectus.](#)

Class Preparation

See above.

#### Week 13 Class Materials

**To-Do Date: Apr 28 at 5:30pm**

Student Tasks (To Do)

Submit [Research Prospectus.](#)

Prepare materials for class.

**Class Preparation**

Read this ["Introduction to Japanese Religions." \(Links to an external site.\)](#)

Read this [Introduction to Shinto \(Links to an external site.\)](#)

In Strong read 9.5.1 (Koans and Hakuin's First Satori and 9.6 (Women and the Sangha: Nichiren on Chanting and Menstruation)

View "Buddhism and Shinto Explained: A Complicated History"

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#### Week 14 Class Materials

**To-Do Date: May 5 at 5:30pm**

Student Tasks (To Do)

[Annotated Bibliography and Prospectus 2.0.](#)

Class Preparation

Prepare specific article with your small group. TBD.

#### Week 15 Class Materials

**To-Do Date: May 12 at 5:30pm**

Student Tasks (To Do)

[Oral Presentations of Research Projects.](#)

Turn in [Self-Evaluation Worksheet.](#)

Class Preparation

Work on your Research Project.