

Religion 340: Buddhism (Spring 2018)

Professor Luke Whitmore

Office Hours: Wed 3-5 and by appointment. (CCC 417 and sometimes Zest).
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Description

The worlds of Buddhism stretches 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

(These outcomes are designed to work with the General Education Program goals for the Humanities and Global Awareness designations.)

This course gives you the tools to accomplish the following:

- 1) Explain core Buddhist practices and ideas
- 2) Describe the diversity of Buddhism in different times and places
- 3) Analyze different kinds of Buddhism as they are lived in the world today
- 4) Obtain reliable information on specific Buddhism-related topics

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.**

Monkey: A Journey to the West, trans. Kherdian (Shambhala, 2005).

Zen Sourcebook: Traditional Documents from China, Korea, and Japan, ed. Addiss, Lombardo, Roitman, Arai (Hackett, 2008). ISBN 13: 978-0872209091

Assessments and Requirements

In-Class Day Journal Entries: 10%.

Class Participation and Attendance: 15%.

Unit 1 Take-Home Test: 15%

On-line Graded Discussion Post: 20%

Unit 2 Essay: 20%

Book Report: 20% (minimum 1000 of your own words).

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

Notes and Policies

Learning Accommodations

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. <https://www.uwsp.edu/disability/Pages/default.aspx>

Written Assignments

If you are not able to turn in on time due to particularly extenuating circumstances, some flexibility may be possible. If this is the case, you must have asked and received permission from me no later than the day before the assignment is due. Without permission, a grade penalty will be assigned at my discretion or I may not allow you to submit.

Required Readings

If I do not provide photocopies of an assigned reading not in one of our books for one of our in-class meetings, you must print out the reading (you will find PDF versions on our D2L site) and bring to class. Bring Keown, Strong, and *Life of Buddhism* to every in-class meeting.

Smart Phones

Tablets or laptops for the purposes of note-taking are fine, with permission. If your smart phone use is causing our collective energy to decrease I will let you know. If it continues to be an issue it will impact your grade.

Attendance

Everyone is automatically entitled to two unexcused in-class absences. Anything beyond this should be discussed with me and will impact your final grade. If you miss more than two physical classes or if you are not involved on D2L for more than two weeks we will need to meet in person to discuss how class is going. Your presence and participation matter. Please place a copy of any absence-related information (including emails to me) in the Absence-Related Info Dropbox on D2L. This grade includes D2L participation.

In-Class Journal Entries:

Before each **in-class** meeting you must upload a brief journal entry to D2L that contains the following: a 2 sentence general summary of the reading and a 1-2 sentence discussion of at least one specific point that you either found notable or about which you had a question. As long as it is clear that you have thoughtfully prepared the material your entry will be scored 100%. You are allowed to miss two entries.

Assignments

Assignments will change. Be sure to check D2L before each assignment.

Mutual Respect (avoid bad *karmas*)

<https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

Academic Misconduct (avoid bad *karmas*)

<http://library.uwsp.edu/guides/vrd/plagiarism.htm>

<https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11>

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. We all want 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. *Because this is a course about religion, we can assume that there will be a number of different views and reactions and that is fine. Everyone will be surprised or challenged by something but it may well be different for everyone. We will, therefore, discuss with this awareness in mind.*

The following netiquette tips will enhance the learning experience for everyone in the course:

- 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 to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- 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

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

Shea, V. (1994). *Netiquette*. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Emergency Response Guidance:

- In the event of a medical emergency call 9-1-1 or use the Red Emergency Phone outside of CCC 100m 113 (located at the other end of our hallway). Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure. CCC 101 is the closest such room.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in the middle of Parking Lot E (the parking lot between CCC and NFAC).
- Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.”

See here for CCC 1st floor details:

<https://campus.uwsp.edu/sites/facplan/campus/Evacuation%20Floor%20Plans/CCC%20First%20Floor%20Emergency%20Plan%202016.pdf>

Schedule of Assignments

Unit 1: Foundations

Week 1:

Wednesday, January 24, 2018: *IN-CLASS*

- Introduction to Course
- Life Story of Buddha

Week 2

- Wednesday, January 31, 2018: *IN-CLASS*
 - KEOWN: 32-47 (Chapter 3: Karma and Rebirth)
 - KEOWN: 48-56 (First Two-Thirds of Chapter 4: Four Noble Truths)
 - STRONG: 3.2.1., 3.2.2 (Milinda and the Chariot)
 - THROUGHOUT UNIT 1: Watch the PBS documentary *The Buddha: A Film* by David Grubin (available through Films on Demand on UWSP library site)

Week 3

Wednesday, February 7, 2018: ***Virtual Class/No Physical Class***

- KEOWN: 53-60 (i.e. the rest of Chapter 4: Four Noble Truths. Am I suggesting that you reread pages 53-56? *You betcha.*)
- KEOWN: 96-111, emphasis on 96-108 (Chapter 7: Meditation)
- STRONG: 3.5.5 (Mindfulness)
- Initial discussion post due on D2l by Tuesday, February 6 at midnight. Follow-up post due to D2L by Friday at 5 PM or by a different time about which there has been explicit agreement with Professor Whitmore. Here is the question:
 - **What is the point/lesson of the Milinda and the Chariot story and how does it relate to Truth #2 of the 4 Truths? Optional Extension: How might it relate to Strong 3.5.5?** For a model, look under “Important Course Documents on D2L and click the link entitled “Discussion Post Guidelines.”

Week 4

Note: I have written a response to Discussion Post 1 that will be available on D2L under Important Course Documents starting on Friday at 7 PM. Please read it before doing the Week 4 reading.

- Wednesday, February 14, 2018: ***IN-CLASS***
 - KEOWN: 112-118 (parts of Chapter 8: Ethics).
 - STRONG: 2.1.4 (The Acceptance of Women into the Order);
 - STRONG 2.4 (Sangha Situations)
 - STRONG 2.4.1 (Nagasena Disobeys His Master and Preaches to a Layman)
 - Take-home test handed out.

Week 5

Wednesday, February 21, 2018: ***Virtual Class/No Physical Class***

- KEOWN: 19 (“Early Scriptures text box), 30-31, 61-62, 76-78.
(Beginning of Chapter 5 - Mahayana and Chapter 7 -The Spread of Buddhism).
- STRONG: 1.10 (Death and Parinirvana of the Buddha); 1.12 (A Story of a Buddha Image); STRONG 3.6, 3.6.1 (A Theravadin Claim to Orthodoxy)
- OPTIONAL: Life of Buddhism (henceforth LOB): 2-11
- Start browsing Zen Sourcebook
- **Second discussion post due on D2L** by Tuesday, February **20** at midnight. Follow-up post due to D2L by Friday at 5 PM or by a different time about which there has been explicit agreement with Professor Whitmore.
 - **Note: This question should be answered by looking at both Week 4 and Week 5 content.**
 - **What specific instructions did the Buddha give his followers in "The Death and Parinirvana of the Buddha"? Why do you think he gave the instructions that he did? Offer specific explanations for each instruction that he gave.**

Week 6

Wednesday, February 28, 2018: ***IN-CLASS***

- **TAKE-HOME TEST DUE BY BEGINNING OF CLASS.**
- Discussion of first unit
- Introduction to Theravada Buddhist Traditions

Week 7

Wednesday, March 7, 2018: ***Virtual Class/No Physical Class***

- Keown 78-81, browse in *Zen Sourcebook*

- View *Nang Nak*
 - <https://www.youtube.com/watch?v=V-ljUMn5nzo&feature=youtu.be>
- Selections from *The Lovelorn Ghost and the Magical Monk* (Justin McDaniel)
 - 1-7 (part of intro), "Monks and Kings (23-71). **PDF on D2L.**
- **Discussion Post 2 (Initial post to be submitted by midnight on Tuesday, March 6, revised post to be submitted by Friday, March 9 at 5 PM): After Viewing *Nang Nak* and reading McDaniel:**
 - Share your reactions/questions/comments about *Nang Nak* and to McDaniel (this part does not need to be revised)
 - Apply the Buddha-Dharma-Sangha template to *Nang Nak* and McDaniel and come up with at least two examples for "Buddha," at least two examples for "Dharma" and at least two examples for "Sangha"
 - **Buddha**
 - Who/what was the Buddha
 - human capacity relative to the Buddha
 - **Dharma**
 - Vinaya
 - Teachings
 - Method of dharma transmission
 - form of dharma
 - **Sangha**
 - Method of dharma transmission:
 - Existing religious-cultural contexts
 - relationship to state
 - lay-monastic relationships
 - gender relationships

Week 8

Wednesday, March 14, 2018: **IN-CLASS:**

Beginning Mahayana Buddhism, beginning *A Monkey: Journey to the West*

- KEOWN: 61-75 (Chapter 5: The Mahayana)
- "Interbeing" (Thich Nhat Hanh, PDF on D2L)
- Sanjiao: The Three Teachings
 - <http://afe.easia.columbia.edu/cosmos/ort/teachings.htm>
- *Monkey: A Journey to the West*: vii-ix, 1-40
- Browse in *Zen Sourcebook*

Week 9

Wednesday, March 21, 2018: ***Virtual Class/No Physical Class***

- *Monkey*: 41-66, browse in *Zen Sourcebook*
- Introduction to the Chinese Cosmos:
 - <http://afe.easia.columbia.edu/cosmos/bgov/cosmos.htm>
- Buddhism: The Imported Tradition
 - <http://afe.easia.columbia.edu/cosmos/ort/buddhism.htm>
- Defining Daoism: A Complex History
 - <http://afe.easia.columbia.edu/cosmos/ort/daoism.htm>
- Confucius and the Confucian Tradition
 - <http://afe.easia.columbia.edu/cosmos/ort/confucianism.htm>
- The Dao of Cow:
 - <http://pages.ucsd.edu/~dkjordan/chin/LaoJuang/DawOfCow.html>
- **Discussion Post 4: FOCUS ON TRANSLATION. Initial post due by midnight on Tuesday, March 20. Revised post due by Friday, March 23 at 5 PM.**
 - **Define (using the assigned materials but in mostly your own words and without much direct quotation) the following Chinese terms: Dao, Qi, Yin/Yang, Shen. Once you have defined these terms, try to translate them into Buddhist Sanskrit and Pali terms. How do the following Buddhist terms: dharma, karma, shunyata (emptiness/interbeing) match up to these Chinese terms? Does a specific Chinese term translate perfectly into a specific Buddhist Sanskrit/Pali term? If so, which one? If not, why not?**
 - **OPTIONAL PART 2: How do Buddhist sanghas fit into pre-modern Chinese society and politics?**

SPRING BREAK WEEK OF MARCH 24

Week 10

Wednesday, April 4, 2018: **IN-CLASS**

- *Monkey* 67-105
- *Zen Sourcebook*: 9-10, 19-30, 43-51, 61-65, 72-75
- Read the stories of any TWO Filial Exemplars:
 - <http://anthro.ucsd.edu/~dkjordan/chin/shiaw/shiawcontents.html>
- Popular Religion in China:
 - <http://afe.easia.columbia.edu/cosmos/prb/whatis.htm>

- **Unit 2 Take-Home Test Handed Out**

Continued on next page...

Week 11

Wednesday, April 11, 2018: ***Virtual Class/No Physical Class***

- Read *Monkey* 106-209
- Find and watch part or all of a video version of *Monkey: Journey to the West*. There are many different versions available. Start by looking in *Netflix* and YouTube. Monkey is often called Sun Wukong in these videos, so that can be used as a search term. Have fun with it!
- **Discussion Post 5**
 - **In the final section of *Monkey: A Journey to the West*, each of the members of the scripture-pilgrimage group receive a new title that expresses some sort of self-transformation. For example, see page p. 209: “Praise to the Buddha of Precocious Merit, praise to the Buddha Victorious in Strife, praise to the Cleanser of Altars, praise to the Golden-Bodied Arhat, praise to the Heavenly Dragon.”**
 - **What do you think is the religious, cultural, and social significance of each of these titles? How does the title relate to the actions of the character to whom it is given?**
 - **What do you think the ending has to teach us about how sixteenth century China understood the relationships among Buddhism, Daoism, Confucianism, and Chinese popular religions? Did *buddhadharma* "win"?**
 - **Also, please share particular any general reactions/questions/comments you have about *Monkey* that you would like discussed. In the second revised post, feel free to respond to someone else's questions/comments/reactions as part of your revised post.**

Week 12

Wednesday, April 18, 2018: IN-CLASS

Unit 2 Take-Home Test due.

Week 13:

Wednesday, April 25, 2018: ***Virtual Class/No Physical Class***

- Keown: 92-95
- Brief Overview of Tantric Buddhism in India and Tibetan Buddhism (“Mitchell 153_196 - PDF on D2L and handout in class)
- View: (available through Films on Demand, accessed under “Online Videos” on the library website: *Vajra Sky Over Tibet: Journey Into Buddhism*.)
- OPTIONAL: The following are useful if you are looking for a different presentation of the same concepts oriented around primary sources: Strong 5.5, 5.5.1, 5.5.4

Discussion Post 6: After watching the film and doing the reading, answer the following questions. Initial post to be submitted by Tuesday night at midnight (April 24), revised post to be submitted by Friday, April 27 at 5 PM.

- What specific moments in this film could be used as examples for the Mahayana aspects of Tibetan Buddhism?
- What specific moments in this film could be used as examples for the tantric (Vajrayana) aspects of Tibetan Buddhism?
- What features of Tibetan Buddhism appear to be distinctive/different/new relative to what we have already seen this semester?
- How does this portrayal of Chinese relationships to Buddhism connect to what we have already learned about the situation of Buddhism in China?
- What questions do you have about Tibet/Tibetan Buddhism/the Dalai Lama?

Week 14:

Wednesday, May 2, 2018: IN-CLASS

- Everyone should read at least three articles of their choice and briefly summarize their responses in our final in-class journal (due as always by the beginning of class on Wednesday).
- **Also, I have created a collaborative Google document (link under Important Course Documents). Please start filling it out for Wednesday (just list terms that you feel have been important for our work this semester and put them where you think they should go. Definition not necessary) and bring laptops/tablets to class if possible.**
- Buddhism and Christianity
 - Buddhist and Ignatian Spiritualities (PDF on D2L under Week 14)
 - also, find the website for the journal *Buddhist-Christian Studies* and explore the options. Here is a link through the UWSP library that will require a login and password if off-campus
 - <https://muse-jhu-edu.ezproxy.uwsp.edu/journal/22>
 - Augustine and Mindfulness (PDF on D2L)
- Commercialized Mindfulness
 - https://www.johnddunne.net/uploads/9/8/5/6/9856107/dunne_j_mindfulness_heuristic.pdf
 - https://www.johnddunne.net/uploads/9/8/5/6/9856107/harrington_dunne_when_mindfulness_is_therapy_american_psychologist_2015.pdf
 - <https://fpmt.org/mandala/archives/mandala-for-2014/january/an-interview-with-buddhist-scholar-john-dunne-on-mindfulness/>
- Gender and Sexuality
 - Sex and Sexuality in Buddhism - A Tetralemma (PDF on D2L)
 - Towards a Queer Dharmology of Sex (PDF on D2L)
 - The Problem with Sex According to Buddhism (PDF on D2L)
- Buddhism and Women
 - A Feminist Assessment of Buddhism in the 21st Century by Rita Gross (PDF on D2L) under Week 14
 - Buddhism and Gender (PDF on D2L)
 - What does Buddhist Practice Mean to American Women (PDF on D2L)
 - Engaged Buddhism from *Women Practicing Buddhism* (PDF on D2L)
- Buddhism and Ecology

- "Buddhist Ecology" by Donald Swearer (PDF on D2L)
- "Buddhist Economics and Environment (PDF on D2L) by Daniels
- excerpts by Joanna Macy from *Dharma Rain* (PDF on D2L)

CONTINUED ON NEXT PAGE!....

- Buddhism and Healing
 - Buddhism and Medicine in East Asian History (PDF on D2L)
 - Selections from *Buddhism and Medicine: An Anthology of Pre-Modern Sources*
 - <http://www.jstor.org.ezproxy.uwsp.edu/stable/10.7312/salg17994>
(requires authentication if off-campus)
- Tibetan Buddhism
 - mandala
 - <https://studybuddhism.com/en/tibetan-buddhism/tantra/buddhist-tantra/what-is-a-mandala>
 - mantra
 - <https://studybuddhism.com/en/tibetan-buddhism/tantra/buddhist-tantra/what-is-a-mantra>

Week 15

- Wednesday, May 9, 2018: IN-CLASS
Book Report Oral Presentations. Actual book reports will be due to D2L dropbox (in place of final) by Wednesday, May 16 at 10 AM.
- Remember to work on the collaborative term list.
- **Short Readings for Final Discussion**
 - One Dharma (PDF on D2L under Week 15)
 - Why Are We Surprised When Buddhists Turn Violent (PDF on D2L under Week 15)