San Diego State University, Fall 2016

Course Lecturer: Kirk Sandvig, Ph.D. Email: ksandvig@sdsu.edu

Office Hours: Mondays, 6pm-7pm or by appointment

Class Venue: SH 101

Class Hours: Mondays 1900-2140

Course Description:

This course sets out to provide an overview of Buddhism throughout history in the world. We will look at the message of the Buddha, as well as the development of Buddhism through new expressions as it expanded around the globe.

Student Learning Objectives:

1. Articulate the fundamental ideas of Buddhist thought and practice from the traditions we cover in this course.

2. Follow the development of Buddhism as it expanded its message in new contexts and cultures.

3. Identify themes that emerge from the study of the traditions considered in lectures, discussions, and readings.

4. Develop skills in oral and written communication: Participants will exercise this in class discussions and in their essays.

5. To provide a forum for the discussion of such issues in relation to the different cultural and theological contexts with which students are familiar.

Course Texts:


Additional readings will be supplied throughout the semester pertaining to specific topics/religions covered within the course. Students will be responsible for locating additional articles through Blackboard or the appropriate online library resources for each class.

Assignments:

Students must complete all reading assignments on time, and contribute substantially to the class discussions. You will be responsible for completing the assigned readings, attending and reviewing lectures and other chapter-related documents or websites, and completing all assignments within that week. The assignment details are below:

1) Article Presentations: Each student will be in charge of leading at least one article presentation on the specified assigned readings. These readings are typically scholarly articles, and can all be found on Blackboard. Rather than forcing you to read all the
articles posted each week throughout the entire semester, you are only required to read at least one article for the entire semester, and rely on your fellow students’ presentations for the rest. With that said, you must know that one article extremely well. You will choose the article you will be presenting during the first week of class. There will be room for some presentations to be done in pair (two presenters), but only if all other articles have been chosen. I will distribute the completed presentation list after the first week of class, and will make adjustments throughout the semester in response to students adding/dropping the course. As stated earlier, you are only required to read the article you are assigned to present, but that does not prevent you from reading as many of the articles as you would like throughout the semester. They may be of some use to you during your mid-term and final research papers, but please do not feel limited to only using these articles for research.

Your presentation should last approximately 20 minutes long. 5-7 minutes should be spent explaining the article, while the other 15 minutes should be spent leading a class discussion. You are responsible for preparing questions for the class to consider, so be sure to put some thought into how you will be getting the class involved throughout your presentation. Long/detailed explanations of the article usually do not score very well, but presentations with a lot of discussion usually do. Try to break it up and keep things interesting.

Useful Advice for Article Presentation:

Careful reading requires more than the prodigious use of highlighting markers. Taking a text seriously involves a concerted effort at analysis and interpretation, and demands the cultivation of skills that distinguish understanding from mere literacy. The point is not to look for a ‘right answer,’ but to ask the right questions and practice the skills necessary to grapple with difficult texts.

Whenever you prepare to discuss a text, there are a number of related issues of which you should take note:

- How is the text structured? What are the steps of the argument or plot?
- Who is the author and from what context/perspective are they writing?
- What is the central point (or points) of the text? What is the conclusion of the argument or the moral of the story? What evidence is used to support the argument? Does the evidence support the argument? Does the story support the moral?
- How does this text relate to other material you have read? Does the text seem to be supporting, modifying or rejecting the positions of other texts?
- What part of the text do you find notable, compelling or troubling?

In the article presentation the student will:

a. Highlight the issue(s) which the author is focusing on and covering;

b. Explain the logic and rationale behind the various practices and traditions discussed in the readings;

c. Provide key analytical points and/or questions to be considered and discussed in class.
You will be graded on the following:

- Knowledge of subject (How well do you understand the topic and main points?);
- Critical skills (Do you agree with the author/topic, if not, what don’t you agree with and why?);
- Structure and presentation organization (Clearly articulate your points; spelling and grammar count);
- Ability to generate discussion (Ask questions that not only get people thinking, but also get people talking/writing. Play devil’s advocate and don’t be too afraid to get controversial. The more people engage in your question the better your grade will be).

2) **Weekly Reflection:** Each student will also write up a weekly response to each class discussion/readings (1 double spaced page or 275 words), identifying key themes raised in class, important points brought up in the readings but not in the class discussion, and any additional questions that critically evaluate the course material. Each response will be worth 10 points due each Sunday by Midnight.

**Guidelines for Reflection Assessment:**

Reflection assignments provide a structured format for considering the larger issues. As mentioned before, the point is not to provide the “right answer,” but to ask the right questions, practicing the skills necessary to grapple with difficult texts. Each assignment asks you to address the following:

- Identify key themes raised in the class;
- Important points brought up in the readings but not in the class discussion;
- Provide questions (at least two) that critically evaluate the course material

Reflections should be typed and submitted to the appropriate link on blackboard. For each day the assignment is late, I will deduct one grade level.

Reflections would be marked with one of the following five notations, indicating your score:

- **An unsatisfactory grade (6/10)** is usually given to those assignments that fail to address the assignment. Simply writing “I didn’t understand what the material was about” is a sure way to receive this grade. At the very least, you should not what exactly you found confusing or difficult to understand and why.

- **Satisfactory grade (7/10)** typically one which touches on the assigned question but reveals little analytical effort. You have responded to the material, but only in the most superficial manner.

- **Good grade (8/10)** reveal a notable but incomplete effort at analysis. You have shown that you understand the issues, but have not gone much past the level of summary and synopsis.
- Superior grade (9/10) suggests a careful analysis of all parts of the assigned text. You have identified recurring patterns and contradictions within the text.

- Excellent grade (10/10) not only demonstrate a careful analysis of the assigned text, but also reflect on how the text relates to larger patterns and concerns of the course as a whole.

3) Quizzes: Three quizzes will be given throughout the semester to examine general retention of the course material. Quizzes will be 50 points each and in the form of multiple choice and short answer questions. The quizzes will be conducted in class on the following dates:
   Quiz 1: 9/3
   Quiz 2: 10/24
   Quiz 3: 11/28
There will also be a syllabus quiz due at the end of the first week of class worth 30 points. The quiz can be found on blackboard.

4) Essays: There will be mid term and final papers of 6-8 (approximately 2000 words) double spaced pages to be submitted on the day each paper is due on a topic to be chosen by the student. A list of topics will be given by the instructor during the beginning of the semester. A 10% penalty will apply for every day the paper exceeds the due date. Papers should be submitted on Blackboard on the appropriate due date.

   Your essays will be graded on the following criteria:
   a) evidence that the factual material called for in the question is presented and documented;
   b) coherence of the essay in organization and structure;
   c) ability to engage critically and analytically with the topic
   d) evidence of creative thinking;
   e) correct annotation of sources and presentation of bibliography;
   f) correct spelling, punctuation and grammar.

   If you would like comments and feedback on your papers, you must indicate so at the end of your bibliography, otherwise you will not receive any.

5) Extra Credit: Extra credit assignments will be available for this course. There are two ways of gaining extra credit. 1) Visit at Buddhist temple; 2) Interview a Buddhist Monk/leader, asking questions regarding historical, cultural, as well as behavioral matters related to their particular religious tradition;

   You are then required to conduct a write up describing their experience, what they learned, as well as their impression of their expression as a whole in a paper of approximately 4 pages long (1000 words). Extra credit will be due on December 5.
You may do both forms of extra credit, but only one each. For each extra assignment completed, you are capable of receiving 30 points of extra credit, which would go towards your essay points (yes, you can earn over 100%)

**Evaluation Criteria:**
The course will be evaluated on the following criteria:

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<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Article Presentation</td>
<td>100</td>
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<tr>
<td>Weekly Reflection (15 @ 10 points)</td>
<td>150</td>
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<tr>
<td>Quizzes (3 @ 50 points)</td>
<td>150</td>
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<tr>
<td>Syllabus Quiz</td>
<td>30</td>
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<tr>
<td>MidTerm paper</td>
<td>150</td>
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<td>Final Paper</td>
<td>150</td>
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<td><strong>Total</strong></td>
<td><strong>730</strong></td>
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Be sure to check the Blackboard Gradebook regularly. Any claimed errors or discrepancies in the grades must be brought to my attention within **two weeks** or when the grade was posted. After that time, point postings are final.

**Subject to adjustment by me at my sole discretion at the end of the semester, the letter grading will be:**

- A (Excellent): 90% +
- B (Good): 80% - 89%
- C (Average): 70% - 89%
- D (Below Average): 60% - 69%
- F (Failure): less than 60%

**Disclosure of Disabilities to Instructors/Staff:**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Academic Honesty and Classroom Decorum:**
Students are expected to maintain the highest level of academic integrity and respect during all class endeavors. All incidents of dishonesty should be reported to the Board of Trustees. This board maintains a record of these incidents and attempts to track repeat offenders. Plagiarism is the use of another’s ideas or words without citing the source or sources. If caught committing plagiarism, the student will warrant a zero/F for the assignment.
Given the nature of the course content, and the potential for religious and cultural offense, members of the class will be expected to display proper respect to the ideas and perspectives of others. Continuous displays of offense may result in the students dismissal from class.

A copy of the Student Code of Conduct can be found here: http://go.sdsu.edu/student_affairs/sll/code-of-conduct.aspx

Students are expected to:

1) Access their email and the Blackboard class site throughout the week.
2) Complete and submit assignments on a timely bases to me according to the instructions and the syllabus schedule.
3) Not ask for exceptions to the rules and not wait until the last minute to work on assignments. Late assignments will be penalized one letter grade (10%) for every day the assignment is late.
4) Share their knowledge, participate with a view to learn and grow, and have a good time.
5) Take full responsibility for knowing the requirements, rules, deadlines, and activities.
6) Contact the professor in a timely manner if errors or discrepancies are noticed.
7) Maintain a sense of humor and keep things in perspective.
8) Submit all writing assignments using Word (.doc or .docx), Adobe Reader (.pdf), or rich text (.rtf) format. When in doubt, no matter what program is used, the documents can be saved in .pdf format at a minimum.
9) Complete and submit original work, and act and behave ethically, honestly, and politely throughout the course.

Attendance Policy: I have a three strikes rule. If you are absent for three or more classes throughout the semester, I have the discretion to drop you from my course.

Academic Honesty: You are responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, you are expected to maintain the following standards of integrity:

• All tests, homework, quizzes, papers, assignments, and all other academic efforts are to be your work.
• Any use of wording, ideas, or findings of other persons, writers, or researchers requires explicit citation of the source; use of the exact wording requires a “quotation” format.

Plagiarism and Ethics Policy: You agree to the following statements of student behavior:

• I agree that I, and only I, will be the one completing and submitting class materials (homework, quizzes, exams, written projects, etc.) in my name.
• I agree that I will not directly copy or plagiarize material from books, publications, the Internet, other students’ work, work used for other classes, or any other source. I am familiar with, and I agree not to violate, copyright laws. If small amounts of material from other sources are used as part of any class assignment, I agree to clearly indicate such and properly cite the source.
• I agree that any projects submitted for this class have been prepared for this class only and not been, and never will be, submitted for any other class for any other school.

• I agree that, unless approved by the instructor, I will not share answers to homework assignments, quizzes, exams, or any other course material with fellow classmates.

• I acknowledge that failure to comply with any of the above statements may result in failure of an assignment, removal from the course, failure of the course, and discipline action deemed appropriate by the instructor in his sole discretion and/or policies set forth by the Board of Trustees of San Diego State University, fully described in the course catalog.

Course Outline

Week One (8/29-9/3): Course Introduction
Approaching Buddhism
Readings: Lopez pp. 43-82

***Syllabus Quiz Due Saturday, September 3rd at Midnight on Blackboard***

Week Two (9/5-9/10): No class

Week Three (9/12-9/17): Buddhism in India
Reading: Lopez pp. 131-177; Hanh pp. 3-18
Additional Readings:

Week Four (9/19-9/24): Buddhist Dharma and Philosophy
Additional Readings:

Week Five (9/26-10/1): Life, Love, and Karma
Reading: Lopez pp. 236-277; Hanh, pp. 51-63.
Additional Readings:
Buddhism

***Quiz 1: Buddhism in India, Buddhist Dharma, Karma (in class)***

**Week Six (10/3-10/8):** Mahayana Sutras
Readings: Lopez pp. 278-303, pp. 316-324; Hanh pp. 64-93.

Additional Readings:


**Week Seven (10/10-10/15):** Bodhisattva’s
Readings: Lopez pp. 395-440; Hanh pp. 94-104.

Additional Readings:


**Week Eight (10/17-10/21):** Buddhism in China
Readings: Lopez pp. 491-540; Hanh pp. 105-130.

Additional Readings:


***MidTerm Paper Due on 10/17 through Blackboard at Midnight***

**Week Nine (10/24-10/29):** Buddhism in China Cont.
Readings: Lopez pp. 541-580; Hanh pp. 121-130.

Additional Reading:

***Quiz 2: Mahayana Buddhism; Bodhisattvas; Buddhism in China (in class)***

**Week Ten (10/31-11/4):** Buddhism in Korea
Buddhism

Additional Readings:


**Week Eleven (11/7-11/12): Buddhism in Japan**
Readings: Lopez pp. 603-636; Hanh pp. 146-160

Additional Readings:


**Week Twelve (11/14-11/19): Buddhism in Japan Cont.**

Additional readings:


**Week Thirteen (11/21-11/26): Buddhism in Tibet**

Additional Readings:


**Week Fourteen (11/28-12/3): Buddhism in Tibet Cont.**
Readings: Lopez pp. 711-734; Hahn pp. 214-256.

Additional Reading:


***Quiz 3: Buddhism in Korea, Buddhism in Japan, Buddhism in Tibet (in class)***

**Week Fifteen (12/5-12/10): Buddhism in South East Asia**

Additional Readings:

***Extra Credit Due on December 5 on Blackboard***

**Week Sixteen (12/12-12/17): Modern Buddhism**


Additional Reading:

***Final Paper due Monday, December 19th at Midnight on Blackboard***