

UC 11487 IIF

CBM003 ADD/CHANGE FORM

Undergraduate Council *Core code 81* or
 New Course Course Change
 Core Category: WI-ID Effective Fall 2012

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2012

APPROVED DEC 7 2011

1. Department: RELS College: CLASS
 2. Faculty Contact Person: Lynn Mitchell Telephone: 3-3213 Email: lemitchell@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
RELS / 2360 / Introduction to Buddhism
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
RELS / 2360 / INTRODUCTION TO BUDDHISM
 • SCH: 3.00 Level: SO CIP Code: 38.0202.00 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 14 2011

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 • Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): ____
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
RELS / 3385 / Buddhism
 • Course ID: 45200 Effective Date (currently active row): 8252008

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304 or ENGL 1310. Description (30 words max.): Introduction to Buddhist thought, practice, culture(s), and history. Traces the historical development of Buddhism and examines a variety of Buddhist traditions.

10. Dean's Signature: _____ Date: 10/13/11
 Print/Type Name: Sarah Fishman

U N I V E R S I T Y *of* H O U S T O N
CORE CURRICULUM REQUEST FOR COURSES NEW TO THE CORE

Originating Department/College: CLASS/ Religious Studies Program

Person making request: Lynn Mitchell Telephone: 3-3213

E-mail: lemitchell@uh.edu

Dean's signature:  Date: 10/13/10

I. General Information:

Course number and title: RELS 2360 Introduction to Buddhism

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- American History
- Government
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Natural Sciences
- Social/Behavioral Sciences
- Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course.

SVP. Effective 8/23/10. Replaces all previous forms, which may no longer be used.

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- Students will have an understanding of the study of religion as an interdisciplinary academic field.
 - Students will develop understanding of Buddhist practices through critical analysis of the sacred texts.
 - Students will further their understanding of the religions by focusing further writing on ethnographic study and historical analysis.
 - Writing produced throughout the course will be developed through an instructor and university writing resource services feedback process involving discussion of invention, assistance with organization, opportunity for draft revisions and editing, and finally presentation of writings via class group and/or instructor discussion.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- Use of evidence, experience, critical reason, and coherent argumentation will be the standards upon which all of the written work will be graded, and will be modeled and encouraged within the course itself.
 - Instructor evaluations
- C. Delineate how these evaluation results will be used to improve the course
- Evaluation of papers and of final essays will serve to refine the selection of readings and amount of time spent in certain formative areas of the course.
 - Instructor evaluations will serve to refine presentation style to increase the correlation between the course goals and the methods for achieving the goals.

RELS 2360 Introduction to Buddhism

Instructor:

Contact Information:

Class Room/Days/Times

Course Description

The course is an introduction to Buddhist thought, practice, culture(s), and history. It traces the historical development of Buddhism and examines a variety of Buddhist traditions such as Theravada, Mahayana, Vajrayana, Chan Buddhism, Pure Land, and American Buddhism.

Learning Outcomes

1. Students will have an understanding of the study of religion as an interdisciplinary academic field.
2. Students will develop understanding of Buddhist practices through critical analysis of the sacred texts.
3. Students will further their understanding of the religions by focusing further writing on ethnographic study and historical analysis.
4. Writing produced throughout the course will be developed through an instructor and university writing resource services feedback process involving discussion of invention, assistance with organization, opportunity for draft revisions and editing, and finally presentation of writings via class group and/or instructor discussion.

Writing In the Disciplines

This is a writing-intensive content course which fulfills a CORE requirement for a Writing in the Disciplines course (WID) and it can be counted towards minor requirements. As such, its educational objectives include:

- Read published articles informed by religious studies in order to gain knowledge of discipline specific debates and ways of writing.
- Demonstrate through your writing familiarity with key concepts and arguments developed by scholars of religion and use them to develop your own analyses and arguments through complex reasoning and critical thinking.
- Develop writing skills specific to religious studies by working through all stages of the writing process including: invention, organization, drafting, revision, editing, and presentation.
- Prepare a research paper with documentation in accordance with disciplinary standards.
- Clearly communicate your ideas in writing with organization and technical proficiency.

Course Format and Prerequisites

This is primarily a lecture course, but students are encouraged (and expected) to engage in class discussions and critical analysis of the course materials, especially during the Friday discussion sessions. There are no formal prerequisites and no knowledge of Asian languages is required.

Requirements

- Class attendance, participation, and reading of assigned materials (in advance to lectures).
- Five quizzes (20% of the final grade).
- Two exams (each 25% of the final grade).
- Final Paper (20% of the final grade)

Required Texts

Lopez, Donald, ed. Buddhist Scriptures.

Harvey, Peter. An Introduction to Buddhism: Teachings, History, and Practices.

Recommended Text

Rahula, Walpola. What the Buddha Taught.

Grading

- The final grade will be primarily based on the course requirements, but note that poor attendance or inappropriate behavior can lead to a failing grade (see below).
- Grades will be computed on this scale: A = 100–92%; B+ = 91.5–88%; B = 87.5–82%; C+ = 81.5–78%; C = 77.5–72%; D+ = 71.5–68%; D = 67.5–60.5%; E = 60% or less.
- At the instructor's discretion, the final grades may be adjusted according to a curve (with maximum 2 point deviation from the above scale).

Attendance

- Attendance is mandatory for all students. Students who have problems with class attendance and/or punctuality should think twice before enrolling in this course.
- Valid excuses for missed classes must be submitted in writing and in a timely manner, along with pertinent documentation (such as note from a doctor). Written excuses for planned absences (such as participation in athletic meetings or religious observances, for example) must be submitted in advance.
- In case of excessive absences from class, students will be prohibited from further attendance and given failing grades. After the first three (3) missed hours (regardless of whether they are excusable or not), each subsequent unexcused hour will lead to a 3% reduction of the final grade. Students who miss more than a total of seven (7) hours of class instruction will automatically receive a failing grade. Coming late, leaving early, being inattentive, and other forms of disruptive behavior can be counted as unexcused absences.

Exams

- No make-up exams will be given, except in documented instances of illness or other emergency, in which case the student must directly contact the instructor before the exam, if feasible, or as soon as possible.
- If any student has a valid reason to request rescheduling of an exam—such as observance of a religious holiday—he/she must contact the instructor in person and make suitable arrangements one week before the examination. Failure to act in accord with these instructions will lead to a failing grade.
- The quizzes will not have a regular schedule and will be given without an advance warning. They will include the readings for that week, so students should come to class prepared to be examined on them.
- Remember, the readings are not optional.
- Students who are late will not be able to take the quiz and will have to wait outside until it has ended. Be considerate of your fellow students and the professor.
- The quiz with the worst grade will not be counted for the final grade.
- Students should take all exams seriously and bear in mind that they should not count on having an opportunity to do additional work for an extra credit or a better grade.

Guidelines for the Written Assignment

Writing Assignment

Religious studies is a deeply interdisciplinary field. Writing projects will require use of theories and methods drawn from many other departments, programs, and curricula of study. Various modes of investigation are possible—literary, historical, cultural, sociological, anthropological, etc. One significant aspect of these approaches is their tendency to contextualize religious phenomena (beliefs, rituals, etc). Every religion arises within a particular environment, which inevitably affects the development of the religion. When you explore a religion's context, seemingly mystifying aspects of the tradition often become more comprehensible (source: http://www.unc.edu/depts/wcweb/handouts/religious_studies.html).

Tips for Writing the Religion Paper

- Consider your sources.
When reading for Religion - especially when reading sources found on the Web - note whether you are using materials from experts in the practice of religion (gurus, theologians, priests, nuns), or respected scholars, employed by reputable universities. While both sources might be useful to your research, it's important to understand the source, its purpose, and its intended audience.
- Consider the current conversation.
Consulting recent editions of new work by living scholars is a good way to determine which arguments are current and salient.
- Read footnotes and endnotes.
Often footnotes and endnotes will lead you to other sources. Moreover, good scholarly editions of religious texts have substantive footnotes that will help you to better understand the passages you are working with.
- Consider your audience.
If you are writing for readers who are not experts in the field, be sure to acquaint them with all relevant background material. Always write clearly and concisely, so that your paper is a pleasure to read.
- Don't let quotations speak for themselves.
In religion, passages taken out of context can be misread. Also, because so many disputes exist over meaning, you need to make sure that you explain to your reader what a passage means in terms of your argument, and why it is relevant. As in all papers, you need to provide background for passages *before* quoting them, and you need to analyze the passage *after*.
- Remember: religious texts require special citation methods.
When citing the *Bible*, for instance, you need to cite Book, Chapter, and Verse. Familiarize yourself with the appropriate citation methods.

Source: <http://www.dartmouth.edu/~writing/materials/student/humanities/religion.shtml>

Final Paper:

There is one 3000-word writing assignment. You may pick a topic related to the course that interests you. However, you must email me your proposed topic before you start working on your paper. This assignment will be graded very strictly. To receive an A papers should be:

- at least 3000 words (normal 12 pt. font)
- properly referenced and include a bibliography
- carefully and clearly written
 - include transition sentences
 - include a clear and stated thesis or argument
 - include a discussion of that thesis or argument
 - include footnoted evidence from readings and other sources that support the paper's thesis and argument
 - include an introduction and conclusion
 - use proper grammar and spelling (spell- and grammar- check on computers makes this much easier now).

- This paper also must demonstrate through incorporation of one or more writing style (Comparative essays, Critical readings of religious texts, Ethnographic studies, Historical analyses) that you understand how your topic fits within the historical development and branches of Buddhism: its relationship to the Buddhist context. If this part of the paper is missing, the highest grade you will be able to earn is a 'C'.

- *Rubric*

Identified and related significant ideas (20 points)	_____
Good discussion of ideas (20 points)	_____
Insightful and reflective (20 points)	_____
Well-written with few to no errors in spelling, punctuation, grammar (20 points)	_____
Followed syllabus instructions (20 points)	_____
Total Points:	_____

- A hard copy of the written assignment must be submitted in class on the due date, at the latest. You can also leave a copy of your paper in the instructor's mailbox at the Religious Studies office any time prior to the deadline. No late submissions will be accepted under any circumstances, and no other form of submission, such as emailing the paper, is acceptable.
- Students are welcome to bring early drafts of their paper and ask for feedback/advice during the office hours.

Other Notices

- A student who has a disability that may require some modification of seating, testing, or other class requirements should consult the instructor so that appropriate arrangements may be made. Note that the student is responsible for communicating his/her needs to the instructor, and that all arrangements for changes pertaining to the exams must be made one week in advance.
- Plagiarism and cheating will result in a failing grade and other serious penalties. For more information, see the "Academic Honesty—Student Guide" brochure (posted online by the Dean of Students Office).

Lecture Topics and Course Schedule

(Tentative and subject to change)

Week 1:

Introduction to the Course

Week 2:

1. Indian Contexts and the Buddha's Life

Harvey 1–31; Lopez 105–28

Week 3:

2. The Early Buddhist Community

Harvey 73–89, 322–24; Lopez 223–29

Week 4:

3. Doctrines of Karma and Rebirth

Harvey 32–46; Lopez 3–18, 24–33; video: Footprint of the Buddha

Week 5:

4. The Four Noble Truths

Harvey 47–72

Buddhism and Violence, special lecture by Prof. M. Zimmermann (U Hamburg)

Week 6:

5. The Mahāyāna Tradition and the Bodhisattva Ideal

Harvey 89–124; Lopez 172–84, 388–93

Week 7:

Exam 1 (Thu), preceded by exam review (Tue)

Week 8:

6. Interpretations of Buddhahood and Emergence of Tantra

Harvey 125–38, 260–70; Lopez 478–87, 495–503

Week 9:

7. Popular Beliefs and Devotional Practices

Harvey 170–95; Lopez 60–68, 394–401

Week 10:

8. Buddhist Meditation

Harvey 244–60, 270–79; Lopez 343–49, 361–69

Week 11:

9. Monastic and Lay Paradigms

Harvey 196–243; Lopez 269–84

Week 12:

10. Buddhism in Chinese History

Harvey 148–158; handout; Lopez 19–23, 370–74; video: Buddhism in China

Week 13:

11. Buddhism in Modern Asia

Harvey 280–99; Lopez 306–17, 531–39

Week 14:

Video: Land of the Disappearing Buddha (Tue); Thanksgiving is on 11/22

Week 15:

12. Western Encounters with Buddhism

Harvey 300–321; Lopez 540–48; video: Buddhism Comes to America

Week 16: Exam 2