Religion 207: Understanding Buddhism
3 credits
MW 1:00pm-2:15pm

INSTRUCTOR: Sarah Hadmack
OFFICE: Palanakila 140
OFFICE HOURS: MW: 9:00am-10:30am,
TR: 10:00am-11:00am,
and by appointment
EMAIL: minnis@hawaii.edu
TELEPHONE: 236-9140
EFFECTIVE DATE: Spring 2013

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Survey of major forms and practices of Buddhism. WCC: DH, WI

Activities Required at Scheduled Times Other Than Class Times

The WCC library is building up a nice collection of resources on Buddhism. However, the libraries at UHM have a far more extensive collection of Buddhist sources. Please familiarize yourself with both libraries’ books on Buddhism and, early into the semester, either 1) make a date to visit the UHM libraries to check out books or 2) speak with a librarian at WCC about having UHM books delivered to WCC.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:
1. Identify the myths, histories, doctrines, and practices of the major schools of Buddhism.
2. Identify each school’s understanding of the human condition, ethics, knowledge, death, the afterlife, and conceptions of the divine.
4. Interpret primary sources.
5. Examine the relationship between religion and culture/society.
6. Question and think critically.
WRITING INTENSIVE HALLMARKS

A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a “WI” (preceding the course title in the Schedule of Classes) learn to understand course content through writing and to write in ways appropriate to that discipline.

English 100 is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor’s degree campuses in the UH system may bring two or three WI courses with them to count for the bachelor’s degree. The hallmarks of a writing intensive course are:

1. Writing promotes learning of course content.
2. Writing is considered to be a process in which multiple drafts are encouraged.
3. Writing contributes significantly to each student’s course grade.
4. Students do a substantial amount of writing, a minimum of 4,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers.

To allow for meaningful teacher-student interaction on each student’s writing, the class is restricted to 20 students.

METHOD OF INSTRUCTION

This course is structured around the following methods of instruction:

- Higher order thinking: class time will be devoted mainly to discussion and activities, both of which focus on problem-solving, analysis, evaluation, and critical and creative thinking (the top parts of the pyramid.) Therefore, reading, understanding, and identifying the major terms and ideas must be done at home while reading the textbook and the instructor’s notes.

- Collaborative learning: this course consists of many in-class group activities (see examples under ‘Course Tasks’). Part of the philosophy behind this is that studies have shown that we learn more when exposed to diverse viewpoints, we challenge ourselves when we have to articulate and sometimes defend our knowledge, and group activities develop a sense of community and responsibility for one another. Three heads are better than one!

- Writing across the curriculum: This pedagogy is also known as “Writing to Learn.” As Toby Fulwiler and Art Young explain in Language Connections: Writing and Reading Across the Curriculum: “We write to ourselves as well as talk with others to objectify our perceptions of reality; the primary function of this "expressive" language is not to communicate, but to order and represent experience to our own understanding. In this sense language provides us with a unique way of knowing and becomes a tool for discovering, for shaping meaning, and for reaching understanding.” (p. x)
COURSE TASKS

Please NOTE: Assignments are due within the first 15 minutes of class or they are counted as late work.

The course will be centered on the following tasks, which serve as both learning and assessment tools.

☑ Complete a variety of writing assignments.
  o Research paper- Each student will select a topic he/she finds interesting in Buddhism and begin researching it early in the semester. Research papers include submitting a topic, developing a thesis, turning in drafts, completing one peer review, and conferencing one-on-one with the instructor. The research paper should be approximately 8-10 pages double-spaced. Submit research paper drafts using the ‘Assignments’ link in Laulima. Paper writing guidelines and a rubric will be distributed prior to the due date.

  o Four short papers (called Writing Assignments in the schedule)- The shorter papers do not require drafts, peer reviews, or conferencing. For these papers, students will be provided with several possible topics and should select the format in which he/she would like to write. Papers should be two full typed pages.

  o In-class writing activities- please see the following section.

☑ Complete a variety of in-class activities including think logs, card swaps, webs, sentence stems, flashcard ‘quiz,’ movers and shakers, pair square, popcorn reading, role cards, role play, round table, silent Socratic dialogue, toss a ‘test,’ crossword puzzles, Venn diagrams, word searches, art symbolism identification, game shows, etc.
  o These assignments enhance analysis, synthesis, and critical thinking skills. They also enable students to reflect on themes in class and comprehend the topics in a more sophisticated (and fun!) manner.
  o Many of these activities will be completed in groups typically consisting of 3-4 members. The instructor acknowledges that not all students feel comfortable performing in front of the class. Students will not have to participate in all of the activities. For example, role-playing and popcorn reading calls on volunteers and is not a requirement in order to pass the class.
  o For some of these in-class activities the instructor will provide detailed feedback. For other assignments students may only receive a check plus indicative of full credit, a check indicative of partial credit, or a check minus indicative of no credit.
  o Since group assignments require being present for class, some of these assignments cannot be made up, regardless of reason, if class is missed. It is the student’s responsibility to see the instructor to get any missed material.

☑ Take two exams. Exams will be based on material covered in class and the course readings.
  o Exams will be challenging but students are allowed open notes and open books.
  o Exam II is not cumulative.
  o To do your best on each of the exams, it helps to cultivate good listening, studying, and note-taking skills. If you feel you struggle with any of the above, please see me during the first week of classes.
Complete one presentation.
   o Each student will present on his/her assigned topic with one or two other classmates.
   o Guidelines and a rubric for presentations will be distributed in class.

**ASSESSMENT TASKS AND GRADING**

**Grades will be based on the following:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final Research Paper</td>
<td>20%</td>
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<tr>
<td>Research Paper Drafts (topic, peer draft, &amp; conference)</td>
<td>10%</td>
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<tr>
<td>2 Exams (10% each)</td>
<td>20%</td>
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<tr>
<td>Four papers (5% each)</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>15%</td>
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<tr>
<td>In class activities and participation</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Grading Scale:
A = 90% -100%
B = 80% -89%
C = 70% -79%
D = 60% -69%
F = 59% and below

N= The ‘N’ grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies

**LEARNING RESOURCES**

All texts are available for purchase at the WCC Bookstore in Hale Akoakoa. Please follow the class schedule to know when to bring these texts to class.

- The Buddhist Handbook by John Snelling
- Buddha or Bust by Perry Garfinkel
- Handouts (please note: some of the handouts are not listed in the schedule)

**CLASS SCHEDULE**

*Note: Class schedule is subject to change. All changes will be announced in class.*

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<tr>
<th>Date</th>
<th>M</th>
<th>W</th>
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| 1/7  | Welcome to the course!  
1. Introductions  
2. Knowledge Survey  
3. On Critical Thinking | Please purchase the texts for this class. |
| 1/9  | 1. Pronunciations and Diacritical Marks: Sanskrit and Pali  
2. Overview of Buddhism  
3. Historical Context | Snelling Note on Language and p3-16; Garfinkel p1-18  
For extra credit – complete the VARK learning style questionnaire.  
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Sources</th>
<th>Notes</th>
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| 1/14 M| 1. Buddha Board Game: Dharma Quest  
2. Part of film *Buddha* by David Grubin  
2. Historical and Legendary Buddha | Snelling p17-50; Garfinkel p19-31 | 4X6 double sided note card on the main points from the readings |
| 1/16 W| 1. Syllabus Quiz  
2. Major Teachings | Snelling p51-72; Garfinkel p32-48 | Reread syllabus |
| 1/21 M| No Classes – Martin Luther King Jr Day                                    |                 |                                                                      |
| 1/23 W| 1. Major Teachings continued  
| 1/28 M| Library Visit                                                            | Garfinkel p49-104 | Writing Assignment 1 |
| 1/30 W| 1. Sangha: Ordination, Daily Life, Monastic Codes  
2. Group Presentation: Nagarjuna | Handout- NYT and Congress on Buddhist Women articles; Snelling skim p261-276; Garfinkel p105-126 |                  |
| 2/4 M  | 1. General Introduction to Mahayana  
2. Tantra                   | Snelling p83-102; Garfinkel p127-153 |            |
| 2/6 W  | 1. Group Presentation: Tara  
2. Later Major Teachings       | Snelling p105-120 |                             |
| 2/11 M | Chinese Buddhism                                                         | Snelling p121-146 Garfinkel p154-168 | Research Paper Draft 1 |
| 2/13 W | Group Presentation: Hsuan-tsang (Xuanzang)                              | Garfinkel p169-200 |                                |
| 2/18 M | No Classes – Presidents’ Day                                            |                 |                                                                      |
| 2/20 W | Chinese Buddhism continued                                               |                 | Writing Assignment 2 |
| 2/25 M | Review for Exam 1                                                       |                 |                                                                      |
| 2/27 W |                                                                  |                 | Exam 1                                                                |
| 3/4 M  | Vietnamese and Korean Buddhism; Thich Nhat Hanh                         | Snelling p147-150 |                                      |
| 3/6 W  | Peer Review                                                             |                 | Research Paper Draft 2 (should reflect feedback from your first draft) |
| 3/13 W | Zen arts                                                                | Snelling p296-319 | Research Paper Draft 3 (should reflect changes made since your peer review) |
| 3/18 M | Conferences - Only show up on the day and time of your conference       |                 |                                                                      |
| 3/20 W | Conferences - Only show up on the day and time of your conference       |                 |                                                                      |
| 3/25 M | No Classes – Spring Break                                               |                 |                                                                      |
| 3/27 W | No Classes – Spring Break                                               |                 |                                                                      |
| 4/1 M  | Tibetan Buddhism                                                        | Snelling p167-183; Garfinkel p264-286 | Writing Assignment 3 |
| 4/3 W  | 1. The New Face of the Buddha: the Dalai Lama  
2. Group Presentation: The Dalai Lama 1960- present | Garfinkel p264-286 |                                      |
### ADDITIONAL INFORMATION

**Attendance Policy:**
Students are expected to attend all classes, arrive on time, and remain for the entire class period. Students who miss class are responsible for material covered in their absence. Consult with peers or the instructor to cover what you missed. For every three classes missed, the final grade is lowered by one letter grade.

**Make-up Policy:**
Students are provided with two ‘No Questions Asked’ (NQA) coupons that enable them to turn in an assignment or make up an exam or absence up to two weeks past the due date. Without the NQA coupon, late work will not be accepted. Coupons may not be shared or replicated. Unused coupons will be counted towards extra credit.

**Academic Honesty:**
Students are expected to act with personal integrity, to respect other students’ opinions and property, and to help create an academic environment in which discussion is encouraged. Students are expected not to engage or tolerate acts of plagiarism, cheating, copying, fabrication of citations, or other acts of academic dishonesty. Plagiarism is treated seriously in this course. If you are quoting someone verbatim, then you must use quotation marks and cite the source immediately after the quotation. Students charged with academic dishonesty face serious consequences that range from an F grade for the assignment to a F grade for the course.

**Extra Credit:**
Extra credit can be earned by writing a two-page, double spaced reaction paper to a class lecture, class discussion, Buddhist event, movie that centers on Buddhism, or reading an article or book on Buddhism. Students may write up to five extra credit papers. Each paper is worth 2% of the final grade. All papers must be two full, typed pages. Only the first paragraph of the reaction paper should consist of a summary of what you read or watched. The rest of the paper needs to be an analysis or reaction. No more than two extra credit papers per student will be accepted during the last two weeks of classes. All extra credit must be received by May 1.
Cell Phones:
Kindly do not answer phone calls, text message, or play games on your cell phone during class. The instructor urges you to turn off your cell phone during class. The consequence for cell phone use is ________________________________________________________________
(students will vote on a policy during the first week of classes).

Disabilities Accommodation:
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale Akoakoa 213 for more information.

RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

1. Keep up with the readings! The readings help reinforce the material. By doing the readings before class, you will feel better prepared, will easily follow along with the notes, and overall will have a more enriching educational experience. You will also be well prepared for the exams after having completed the readings.
2. Mark up your textbooks. Highlight key points and ideas. Whenever you are confused or have a question, write a ‘Q’ next to the sentence in the textbook and ask me in class. (Or if you would like to return your textbook at the end of the semester, keep a separate journal of notes from your readings.)
3. Always take notes in class. Copy down everything that I have on the PowerPoint slides, KeyNote slides, and the board. Very few of us have a photographic memory ;)
4. Stay organized. Use a planner! Put important deadlines for assignments from all your courses syllabi into the planner. Create a weekly schedule with your school and work hours. Schedule in blocks of time when you plan to study, read, and complete homework assignments.
5. Ask questions if you don’t understand. Tell me to slow down if I am going too fast. Let me know if you’re having any problems. I am here to help you 😊 Let me know how I can make this the best educational experience for you!