



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/9/09

1. ACADEMIC UNIT: Religious Studies

2. COURSE PROPOSED: REL 351 Buddhism 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Pat Power Phone: 5-0642
Mail Code: 3104 E-Mail: patricia.power@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [x]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [] Yes; Please identify courses: _____

Is this amultisection course?: [] No [x] Yes; Is it governed by a common syllabus? no _____

Joel Gereboff
Chair/Director (Print or Type)

/s/
Chair/Director (Signature)

Date: _____

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	syllabus pp 2, 3-4; 80%
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	syllabus p. 3 and p. 4
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	syllabus p. 3 and p. 4
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: center;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	see addendum (i)
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	Designation
REL	351	Buddhism	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	80% of grade is based on essays	4 weekly critical reflections on assigned readings (60%) and final essay (20%), syllabus p. 2 - C-1
C-2	students read to acquire factual knowledge, develop essay around a theme they select based on readings	see syllabus p. 3-C2; see p.4 C-2
C-3	see specific instructions on how to write essays for self selected themes of weekly essays and see addendum for prompt/question for final essay (comparative, based on readings)	see p. 3 & 4 of syllabus; addendum

Addendum:

C-3 - Final essay, REL 351:

Your essay for the final exam is an open book essay exam that requires you to make informed comparisons based on the material covered in the entire term. It is a good idea to review your notes prior to the final exam period. Late submissions will not be accepted. Your essay should be about 2,000 words long and well edited.

Your assignment is to describe, illustrate through examples from readings, and explain significant features of Zen doctrine and practice in Korean monastic settings, such as described in Buswell. What is Buswell's critique of western interpretations of Zen? How does his study support his claims? And how does the practice of "discipline" among Korean Zen monks offers points of comparison with your reading about meditation practices among Thai monks in "Forest recollections" earlier in the term?

C-4

Given the weekly essay assignments, essays are returned with comments to students by mid-week, i.e., well in advance of the next due date, usually on Fridays.

While initial essays focus on identifying and summarizing basic knowledge of Buddhism, later essays are increasingly more differentiated and specific. The final essay is a comparative question that draws on the entire course, but asks students to formulate analytical, interpretive comparisons of themes in Buddhist practice. (See above for sample question)

Pat,

I'm faxing the forms now and the syllabus with the color coded criteria 1,2,3 is attached. Hope this is everything you needed. Best, Juliane

Department of Religious Studies
REL 351 online – Spring 2009
Buddhism

Instructor: Professor Juliane Schober

Office: ECA 341

Office Hours: online and e-mail: juliane.schober@asu.edu

Teaching Assistant: Mr. Joon Sik Hwang

Department of Religious Studies

Joon.Hwang@asu.edu

Location: my asu Blackboard

Line #: 14376 and 32710

Main Office: ECA 377 - tel. 965-7145.

UG Advisor: Patricia Power, ECA 326, tel. 965-0642.

General Studies: L, HU, G

Knowledge & Skills Goals: K1, K3, S3

Concentration: South, East and Southeast Asian Religions

Required Reading

*Prebish, Charles Introducing Buddhism (available at the bookstore and online)

Swearer, Donald The Buddhist World of Southeast Asia

Tiyavanich Forest Recollections

Buswell The Zen Monastic Experience

Books marked with * contain useful glossaries to help you become familiar with central concepts in this course.

Course Description:

This course focuses on doctrines, practices, and institutions of the Buddhist religion, emphasizing their roles in the histories and cultures of Asia. We explore central themes in the Buddhist tradition. Readings and discussions illustrate the ways in which these themes have been interpreted throughout the historical, cultural, social and intellectual developments of the tradition. Through readings and discussions, we examine some of the religious texts, beliefs, rituals, and practices of Buddhists and compare various interpretations of them within the Buddhist tradition.

Content and Objectives: This course focuses on doctrines, practices, and institutions of the Buddhist religion, emphasizing their roles in the histories and cultures of Asia. We explore

central themes in the Buddhist tradition and you will learn a lot about the histories and cultural or social contexts.

Course Aims/Learning Outcomes

1. Knowledge of the Buddha and his life and teachings in their historical context.
2. Familiarity with the main phases and developments in Buddhist doctrine and practice, and an understanding of the differences between the major schools.
3. Awareness of the history of Buddhism and the main social, cultural and intellectual developments.
4. An appreciation of the geographical spread of Buddhism and how Buddhist ideas influenced, and were influenced by, the Asian cultures it encountered.
5. An understanding of the contemporary interaction between Buddhism and the West.

You won't learn how to practice Buddhism yourself. That is the role of religious teachers, and while we respect all religions and the people who practice them, your grade is based on your academic performance.

Readings and discussions illustrate the ways in which these themes have been interpreted throughout cultural, social and intellectual histories of the tradition. Through a variety of activities, we will examine religious texts, beliefs, rituals, and practices of Buddhists and compare various interpretations of them within Buddhism.

How to start on Blackboard:

Become familiar with Blackboard. Check out each of the tabs on the left of the main course page. Print out the calendar and syllabus and keep it by your computer. Observe all deadlines. Get your books and start reading. Introduce your self to your discussion group.

Grading:

Your grade for the course consists of the following parts:

Participation in group discussion: 20%

Four weekly essays: 15% each, i.e. 60%

Final essay: 20%

Grades will not be curved. I grade on a 10% interval (i.e A: 100-90, B; 89-80, etc.) and use the plus/minus system.

Comment: C 1, essays total 80% of grade

Discussion groups:

You must to post to your discussion group four days a week (M, T,W and TH) to post one question and one comment/response to another person's question, all focused on the readings for that day. Posts must be started by 5 pm. Your posts will be evaluated at the end of each module.

After you completed the readings, post to your **discussion group**. This is to ensure everyone keeps up with the pace of the class and does the readings on time. The class is divided into smaller discussion groups, with names like Buddha, Dhamma, Sangha and Sasana. It's important to be an active contributor to your discussion group. Check Blackboard as soon as possible to find out to which group you are assigned. Your responsibilities in your group start on the first day of class with introductions!

For each module, one person in your discussion group will be **the moderator**. In that role, you are asked to initiate discussion if your group is starting off slowly, to refocus discussions that may be off topic, or invite discussion of concepts central to the readings, if they are not being sufficiently mentioned. Also, if there are problems, I want you to bring them to my attention, but we will also be checking in with each group regularly. On the day after a module ends, the moderator should send to Joon Hwang a list of names for your group, each followed by a check or minus sign. A check means that you posted a question and a response/comment each day of the module about the readings on time (i.e. 4 posts per module). A minus means you did not meet one of the criteria. There will be no partial credit or make-up assignments for participation in the discussion groups.

To get **credit** for posting to the group discussion, you must post on time, with two posts (question and comment), for each day of the module, on topics covered in the readings. **This is a real-time group activity for which there is no make-up assignment.** It is intended to keep you on schedule and to help you communicate about things you have learned. The credit you receive will be either a check, meaning that you posted completely by the deadline or no entry/ minus, which means that you did not meet all the criteria for posting. This means you have to complete your readings prior to the start of a module so you can discuss them insightfully.

I suggest you take notes on the readings, it will make writing the short papers much easier. Also, several of your books have glossaries, usually at the end. Use them to look up terms and concepts you should know. Make sure you memorize the significant terms and know what they mean in context. I won't grade on misspelling foreign words as long as it's recognizable.

This is an open-book course! Stay on top of the reading schedule and use your books to find information you will need. Since you won't be able to get lectures the way you would in the classroom, it's essential that you complete the readings on time!

Essays:

Your papers should be about **1000 words. Include a word count at the end.** Essays must be submitted through the Safe Assign folder for each essay in the course materials section by midnight of the due date. Late papers will not receive credit. You can post your paper ahead of time.

Content of Essays:

Use the paper as an illustration of the fact that you've read and understood the assignment. Summarize the readings in about a page. Choose a theme, focus, or context that is important and covered in your readings (but not necessarily comprehensive). It may be of particular interest to you and should be a more detailed discussion in which you can demonstrate your understanding by asking questions of your readings, provide detail, talk about variations, compare within the Buddhist traditions, etc.-- really anything you choose as long as it is based on course materials assigned for that week. Engage the material in a way that makes sense to you and imagine that you are speaking to an intelligent and generally educated audience

Initially, I will help you out by suggesting topics for a good focus, but you are not bound by that. You can take cues from the discussion or the questions raised at the end of Prebish's chapters to help you define a focus for your papers. As we move through the semester and you've learned

Comment: C 2 and C 3

some basics about the tradition, you can also add your own analysis on the third page. Think about your paper as you read the material and take notes.

DO NOT BLOCK AND MOVE ANYTHING FROM ANYWHERE TO INTEGRATE INTO YOUR PAPERS! You may quote the texts we use, but keep your quotes to less than 10% of your papers, or it will be considered plagiarism.

I suggest you go about this in the following stages:

- a. read and take notes; digest the material;
- b. draft and write the paper; let it sit for a day;
- c. editing it, finalize it and post to drop box (be sure to check the instructions for this carefully so it really does post).
- d. print out your receipt in case there is a problem. Save your electronic copy.

Editing:

This course also covers the L requirement. Hence, editing and content will be part of your evaluation. After writing your paper, read it for content, flow and coherence. Use your spell checking function liberally! Use paragraphs. Write your conclusions. Then write your introduction. Then give your paper an original title that prepares the reader for what's to come. Add your name and student number on top.

Format:

Use the Chicago Manual of Style. Be consistent. Keep your font size to 10, 11, or 12. Use Wordperfect or Word. Post your paper to the drop box no later than midnight on Fridays.

Comment: C2

Calendar: Modules, Readings and Assignments

Introductions to your discussion group, get books, get ready, start! Jan. 20- First Day of class.

Module 1: Jan. 21

Prebish, p. 1- 42,
Post Introductions to your discussion group

Module 2: Jan. 22 and Jan. 23

Prebish, p. 43-72, Swearer p. 1-62
Post one question and one response each day of the module, start before 5 pm to get full points, ie. a check mark for this module in your gradebook

Essay 1: due Jan. 23 by midnight

See instructions under course assignments, post your essay in folder under course materials, essay 1, Safe Assign

Module 3: Jan. 26 and Jan. 27

Prebish. p. 73-113, Swearer p.63-106,
Post one question and one response

Module 4: Jan. 28 and 29

Prebish, p.114-153, Swearer 107 -161

Post one question and one response each day

Essay 2: due Jan.30 by midnight

See instructions under course assignments, post your essay in folder under course materials, essay 2, Safe Assign

No discussion posts

Module 5: Feb. 2 and 3

Tiyavanich, p. 1- 142

Post one question and one response each day

Module 6: Feb. 4 and 5

Tiyavanich, p. 143-298

Post one question and one response each day

Essay 3: due Feb. 6 by midnight

See instructions under course assignments, post your essay in folder under course materials, essay 3, Safe Assign

No discussion posts

Module 7: Feb. 9 and 10

Prebish, p.154-193

post one question and one response each day

Module 8: Feb. 11 and 12

Prebish 194- 253

Post one question and one response each day

Essay 4: due Feb. 13 by midnight

See instructions under course assignments, post your essay in folder under course materials, essay 4, Safe Assign

No discussion posts

Module 9: Feb. 17 and 18

Buswell, p. 1-134,

Post one question and one response each day

Module 10: Feb. 19 and 20

Buswell p. 135- 228

Post one question and one response each day

Final Essay 5/ Final : due Feb. 22 by midnight

See instructions under course assignments, post your essay in folder under course materials, essay 5, Safe Assign

No discussion posts

Module Content:

MODULE ONE:

CONTEXT, COSMOLOGY AND THE BUDDHA

Topics:

Cultural Context:

What common themes emerge from the context in which Buddhism developed/ What features are similar to Hindu ideas? How do they differ?

Cosmology

Buddhist and Western cosmologies; Buddhist ideas about time; The nature and structure of the universe in Buddhist teachings; A Buddhist creation myth; The six realms of rebirth; The doctrine of karma; Dependent origination.

The Buddha: Sacred Biography and the Founding of the Tradition

Names and titles of the Buddha; The date of the Buddha; Sources for the Buddha's life; The traditional biography and the key events: birth, the four signs, renunciation, enlightenment, first sermon, death.

Readings

Prebish, Chapter 1~2, p. 1-42

Assignments

Introduce yourself to your group

MODULE TWO: THE DHAMMA, SANGHA & THE FOUR NOBLE TRUTHS.

Topics:

The Dhamma

Teachings, Doctrine and Universal Law, The Four Noble Truths,

Sangha: The Buddhist Community

The Vinaya Pit.aka; The laity; disciples in the early sangha; Monastic life; Geographic dispersal of the early sangha.

Merit making:

Buddhist notions of power, ritual and ideal action

Readings

1. Prebish, Chapter 3~4, pp. 43-72
2. Swearer, part I, p. 1-62

Assignment

Post daily; one question and one response, based on readings, start by 5 pm. (Four posts per module).

Essay 1:

See instructions under course assignments, post your essay in folder under course materials, essay 1,
No discussion posts

MODULE THREE: EARLY BUDDHISM IN INDIA AND MAHAYANA

Topics:

Early Buddhism in India and Mahayana

Developments after the death of Buddha; Early Councils and Schools; The formation of the Tripitaka or Buddhist canon; The Mauryan empire and Asoka; Stupas and the Buddha-image; Developments in the North West; Tantra; The monastic universities of India; decline of Buddhism in India.

Buddhism in Southeast Asia

Buddha as a cosmocrat, the Model of Asoka, Nationalism and modern Buddhism in Southeast Asia; General characteristics of Buddhism in the Region; Theravada Buddhism; Overview of the history and development of Buddhism in Sri Lanka; Burma; Thailand;

Readings

Prebish Chapter 5~6
Swearer, Part II, p. 63-106

Assignment

Post daily; one question and one response, based on readings, start by 5 pm. (Four posts per module).

MODULE FOUR: MEDITATION & SOUTHEAST ASIAN BUDDHISM

Topics

Meditation, Nirvana and the Structure of the Path

Prajnaparamita- literature; Important Mahayana Sutras; Major Mahayana doctrines: Buddha-nature, emptiness, bodhisattvas, perfections, compassion, skill-in-means; Celestial Buddhas and bodhisattvas; Mahayana schools: Madhyamika, Yogacara, Pure Land; Buddhist logicians.

Buddhism in Southeast Asia

Modern changes in the role of monks and lay people; what are the characteristic changes? Buddhism and the west; over view of Buddhist traditions in this region,

Readings

Prebish Chapter 7~ 8, p. 114-153
Swearer, part III, p. 107-161

Assignment Post daily; one question and one response, based on readings, start by 5 pm. (Four posts per module).

Essay 2:

See instructions under course assignments, post your essay in folder under course materials, essay 2,
No discussion posts

MODULE FIVE: FOREST RECOLLECTIONS I

Topic

Forest Recollections I

Readings

Tiyavanich, Chapter 1 ~ 5, p. 1 - 142

Assignment

Post daily; one question and one response, based on readings, start by 5 pm. (Four posts per module).

MODULE SIX: FOREST RECOLLECTIONS II

Topic

Forest Recollections II

Readings

Tiyavanich, Chapter 6 ~ 10, p. 143-298

Assignment

Post daily; one question and one response, based on readings, start by 5 pm. (Four posts per module).

Essay 3:

See instructions under course assignments, post your essay in folder under course materials, essay 3,
No discussion posts

MODULE SEVEN:

BUDDHISM IN TIBET & BUDDHISM AND MODERNITY

Topics

Buddhism in East Asia

The development of Chinese Buddhist history from the Han Dynasty to modern times; Chinese Buddhist schools, along with their founders and important texts;

Chinese religious life, including modern Chinese innovations; The development of Korean Buddhist history from its arrival in the fourth century C.E. to modern times; Korean Buddhist Schools, along with their founders and important texts; Modern developments in Korean Buddhism; The development of Japanese Buddhist history from its introduction in the sixth century C.E. to modern times; Japanese Buddhist schools, along with their founders and important texts; recent developments in Japanese Buddhism.

Korean Practice of Zen, continued: training, discipline, and monastic hierarchy;; the role of the laity; epilogue and reappraisal of Zen experience; Korean Zen traditions in California;

Buddhism in Tibet

The historical development of Tibetan Buddhism from the seventh century C.E. up to the present; The major schools of Tibetan Buddhism: The tradition of the Dalai Lama; The Chinese annexation of Tibet and its implications for Tibetan Buddhism.

Readings

Prebish Chapter 9 – 10, p. 154-193

Assignment

Post daily; one question and one response, based on readings, start by 5 pm. (Four posts per module).

MODULE EIGHT : SOCIALLY ENGAGED BUDDHISM & ETHICS

Topics

Buddhism and Modernity in the West

Buddhism's expansion in Asia; Globalization: Europe, Australia/New Zealand, North and South America; America as a case in point; developmental issues in American Buddhism.

Socially Engaged Buddhism : East and West

What is socially engaged Buddhism? The Buddhist Peace Fellowship; Human Rights; Ecology.

Buddhist Ethics

Buddhism and the State of Buddhist Studies

European Antecedents; Early Buddhist Studies in America; Current Buddhist Studies;

Readings

Prebish Chapter 11, 12, 13 and 14, p. 194-253

Assignment

Post daily; one question and one response, based on readings, start by 5 pm. (Four posts per module).

Essay 4:

See instructions under course assignments, post your essay in folder under course materials, essay 4, safe assignment

No discussion posts

MODULE NINE : ZEN BUDDHISM

Topic

The Practice of Zen at a Korean Monastery I

Academic and Western misconceptions about Zen Buddhism; the cultural contract of Zen practice in Korea; the monastery and its routines of practice; monastic careers;

Readings

Buswell, The Zen Monastic Experience, p. 1 – 134;

Assignment

Post daily; one question and one response, based on readings, start by 5 pm. (Four posts per module).

MODULE TEN : BUDDHISM IN EAST ASIA

Topics

The Practice of Zen at a Korean Monastery II

Readings

Buswell, The Zen Monastic Experience, p. 135-223

Assignment

Post daily; one question and one response, based on readings, start by 5 pm. (Four posts per module).

Essay 5 (Final):

Your essay for the final exam will be announced on Feb. 13. It is **due on Feb. 15**. It will be an open book essay exam that requires you to make informed comparisons based on the material covered in the entire term. It is a good idea to review your notes prior to the final exam period. Late submissions will not be accepted.

How to use Blackboard on MyASU

This course will require that you become familiar with the online MyASU Blackboard and use it extensively. You will need to access it for your syllabus, for announcements and information regarding any adjustments to the reading, for guidelines and instructions on the completion of your assignments, for the delivery of those assignments, and to check your grades. It is your responsibility to learn the uses of this system. Using the Blackboard is not optional, but a required component of the course.

Blackboard can be found at <http://my.asu.edu/> . By using your ASURite ID to log into MyASU, you are logging into Blackboard. Any courses you are taking that use Blackboard will be displayed after you log in. If you are officially registered for my course you can click on the REL 100 name and be able to enter the designated screens and options for this course. Tutorials are

provided to help you learn the system and you can access them by clicking on the TOOLS button on the left side of the screen. You can also access the tutorials at <http://asuonline.asu.edu/student-support/tutorials/student-tutorial-text.cfm> .

Important Information:

ASURite ID

Without an active ASURite ID you will not be able to log into MyASU and will have no access to the Blackboard. You can activate your ASURite ID online at <http://www.asu.edu/asurite/> or by visiting the main computing commons.

ASU EMAIL IS THE ONLY EMAIL I WILL USE TO COMMUNICATE TO STUDENTS IN THIS COURSE. For this reason you must check your ASU email account to keep on top of notices from me to you.

Tech Support:

For help with Blackboard issues, submission and other technical questions, consult the help function on Blackboard or call the online techs at 965-6500. Email to dlt-tech@asu.edu distance learning.

Make-ups:

On-time participation is mandatory. Make-ups for in-class exams must be arranged prior to the due date. No make-ups for group projects. It is important to complete reading assignments on time.

Withdrawals:

<http://www.asu.edu/aad/manuals/ses/ses201-08.html>

Incompletes:

<http://www.asu.edu/aad/manuals/ses/ses203-09.html>

Academic Honesty:

The Department of Religious Studies abides by ASU's Office of Student Life: "Student Academic Integrity Policy." See: <http://www.asu.edu/studentlife/judicial/integrity.html>

Final essay, REL 351:

Your essay for the final exam is an open book essay exam that requires you to make informed comparisons on the material covered in the entire term. It is a good idea to review your notes prior to the final exam period. Late submissions will not be accepted. Your essay should be about 2,000 words long and well edited.

Your assignment is to describe, illustrate through examples from readings, and explain significant features of Zen doctrine and practice in Korean monastic settings, such as described in Buswell. What is Buswell's critique of western interpretations of Zen? How does his study support his claims? And how does the practice of "discipline" among Korean Zen monks offer points of comparison with your reading about meditation practices among Thai monks in "Forest recollections" earlier in the term?