

Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: ___REL 4349 Buddhist Meditation_____

B.) Credit Hours: _3_____

C.) Prerequisites:_____ There are no formal prerequisites, although students will benefit if they have taken *Asian Religions*, *Introduction to Buddhism*, or other course on Buddhism.

D.) Current Classification

1. General Education Code: ☐ B ☐ C ☐ D ☐ H ☐ M ☐ N ☐ P ☐ S **xNone**

2. Gordon Rule (Writing): ☐ E2 ☐ E4 ☐ E6 **x None**

3. Gordon Rule (Math): ☐ M **x None**

Requests:

II. General Education

A.) Requested Classification: ☐ B ☐ C ☐ D **x H** ☐ M **x N** ☐ P ☐ S

B.) Effective Date: ☐ Fall **x Spring** Summer_____

2011_____(year)

Or

☐ 1-time Approval _____ (year)

C.) General Education purpose and learning outcomes for the course? [Detailed attached response requested.] See attached syllabus

III. Gordon Rule

A.) Requested Classification for course ☐ E2 ☐ E4 ☐ E6

B.) Writing Requirements:

1.) Number of papers, essays, etc. with word count specified.

2.) Due Dates? Returned with feedback dates?

3.) What type of feedback will be provided the student (in reference to writing skill)?

_____Grade _____Corrections _____Drafts _____Other

4.) Assessment

- a.) Will the written work be evaluated for grammar, punctuation and proper usage of standard written English?
- b.) Will written work be evaluated for an effectiveness, organization, clarity and coherence of writing?
- c.) Will a published rubric be used?

IV. Syllabus

Courses that offer students General Education and/or Gordon Rule credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a General Education classification, the syllabus should include:

- ☐ Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- ☐ List of assigned General Education Student Learning Outcomes
- ☐ List of any other relevant Student Learning Outcomes
- ☐ List of required and optional texts
- ☐ Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with Gordon Rule (writing) classification, the syllabus should include:

- ☐ A description/list of Gordon Rule expectations for students (word count, page lengths and deadlines for assignments).
- ☐ A statement to the effect that students written assignments will be evaluated with respect to grammar, punctuation, and usage of standard written English, as well as clarity, coherence, and organization. Reference rubric.
- ☐ A statement indicating that students will receive feedback on written assignments prior to the last class meeting.
- ☐ Assessment note to include basis for grading (rubric) and a statement identifying the two components of the grading, letter grade for course and approved completion of the writing portion of the course.

V. Submission and Approvals

A.) Submitted by (Signature of Instructor):

Date 11/10/10



B.) Department Approval: V. may

C.) College Approval: ~~AA~~ A PLW

D.) Committee Action: ☐ Approved ☐ Denied ☐ Tabled Date _____

General Education and Gordon Rule Descriptions and Assessments

I. General Education

A. Description of Areas

Composition (C)

Composition courses provide instruction in the methods and conventions of standard written English (i.e., grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

Diversity (D)

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups and impact U. S. society. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Humanities (H)

Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. The courses focus on the history, theory and methodologies used within that discipline, enabling you to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

International (N)

International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location and socioeconomic factors affect these cultures. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.

Mathematical (M)

Courses in mathematics provide instruction in computational strategies in at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry, inductive and deductive reasoning, and applying these concepts to solving problems. These courses include reasoning in abstract mathematical systems, formulating mathematical models and arguments, using mathematical models to solve problems and applying mathematical concepts effectively to real-world situations.

Physical (P) and Biological Sciences (B)

The physical and biological sciences provide instruction in the basic concepts, theories and terms of the scientific method. Courses focus on major scientific developments and their impacts on society and the environment. You will formulate empirically-testable hypotheses derived from the study of physical process and living things and you will apply logical reasoning skills through scientific criticism and argument.

Social & Behavioral Sciences (S)

The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of your choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. You will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes.

Buddhist Meditation

SPRING 2011

REL 4349 (sec 6875)

Prof. Mario Poceski (Religion Department, University of Florida)



Class Times & Location

Tuesday 1:55–2:45 pm and Thursday 1:55–3:50 pm, at MAT 117.

Office Hours & Contact Information

Tue 12:00–1:40 pm, and by appointment; 132 Anderson Hall; tel: (352) 273-2937; email: mpoceski@ufl.edu; webpage: www.clas.ufl.edu/users/mpoceski/.

Course Description

The course explores the theories and practices of meditation developed by the major Buddhist traditions. The main focus is on the Theravada school in South and Southeast Asia and on the meditative traditions of East Asian Buddhism, but there is also some coverage of Tibetan Buddhism and of the practice of meditation in America.

Prerequisites

There are no formal prerequisites, although students will benefit if they have taken *Asian Religions*, *Introduction to Buddhism*, or other course on Buddhism.

Course Format

This an advanced undergraduate seminar, organized around class discussions based on the assigned readings. Students are required to come to class prepared to engage in analysis and discussion of the relevant materials. (If you have not done the readings, do not come to class).

Requirements

- Reading of assigned texts, class attendance, and participation (20% of the final grade).
- Two exams (40%).
- Book review (20%), due 3/17.
- Field research report (20%), due 4/12.

Required Textbooks

- Sarah Shaw. *Introduction to Buddhist Meditation* (Routledge 2009).
- Peter Gregory, ed. *Traditions of Meditation in Chinese Buddhism* (University of Hawaii Press 1986).

Encyclopedia Articles

Robert Buswell, ed., *Encyclopedia of Buddhism* (Macmillan Reference, 2003). Hereafter referred to as EB; available at the UF library in hard copy and as e-Book.

- Poceski, "China": 139–45; Cohen, "India": 352–60; Payne, "Ritual": 723–26
- Morse, "Ritual Objects": 726–29; Tweed, "United States": 864–70

Additional Readings

- Mario Poceski, "Buddhism: The Beginnings," in Jacob Neusner, ed., *Introduction to World Religions: Communities and Cultures* (Nashville: Abingdon Press, 2010): 181–96.
- H. Russell Bernard, *Research Methods in Anthropology* (AltaMira Press, 2002): 322–64.
- Gil Fronsda, "Insight Meditation in the United States," in Prebish and Tanaka, eds., *The Faces of Buddhism in America* (Univ. of California Press, 1998): 163–82.
- Robert Buswell, *The Zen Monastic Experience* (Princeton University Press, 1992): 161–202.
- Richard H. Seager, *Buddhism in America* (Columbia Univ. Press, 1999): 90–112.



Lecture Topics and Course Schedule (Tentative and subject to change)

W 1 ^{1/6}	Introduction to the Course
W 2 ^{1/11 & 1/3}	Buddhist History, Teachings, and Traditions Shawn 1–17; Poceski, "Buddhism: The Beginnings"; EB: "India"
W 3 ^{1/18 & 1/20}	Basic Features of Buddhist Meditation Shawn 18–66
W 4 ^{1/27 & 1/27}	Theravada Meditation Shawn 67–91, 111–39
W 5 ^{2/1 & 2/3}	Devotional Practices Shawn 92–110; EB: "Ritual" & "Ritual Objects"
W 6 ^{2/8 & 2/10}	Present-day Practice of Vipassana Fronsda, "Insight Meditation in the United States"; video: "Buddhism Comes to America"
W 7 ^{2/15 & 2/17}	Indian and Tibetan Reformulations of Meditative Praxis Shawn 140–86 Midterm Exam (2/15)
W 8 ^{2/22 & 2/24}	Chinese Traditions and Practices Gregory 1–43; EB: "China" (optional: Shawn 187–216)
W 9 ^{3/1 & 3/3}	Tiantai Systematization of Meditation Gregory 45–98 (optional: Gregory 99–128)
W 10	Spring Break
W 11 ^{3/15 & 3/17}	Chan Meditation Gregory 199–231 (optional: Gregory 129–162)
W 12 ^{3/22 & 3/24}	Contemporary Practice of Chan/Zen Buswell, <i>The Zen Monastic Experience</i> ; Seager, <i>Buddhism in America</i>
W 13 ^{3/29 & 3/31}	Video & Individual Field Research (Prof. Poceski is presenting at conferences in Arizona and Hawaii) Bernard, <i>Research Methods in Anthropology</i> ; video: "Principles and Practices of Zen"
W 14 ^{4/5 & 4/7}	Meditation in the Modern World Shawn 257–77; EB: "United States"; video: "Becoming the Buddha in LA"
W 15 ^{4/12 & 4/14}	Presentation of student research
W 16 ^{4/19}	Final Exam



Educational Objectives and Learning Outcomes

- In addition to facilitating student learning about its main topics, the course will also introduce key themes, concepts, and principles in Buddhist studies.
- There will be coverage of relevant theories and methods used in religious studies, as well as focus on key historical trajectories and relevant socioreligious contexts.
- By reading, reflecting upon, and discussing a broad range of materials, as well as by conducting independent research, students will receive training in critical thinking and effective analysis, as well as develop communication skills that will enable them to intelligently discuss key issues from a multiplicity of perspectives.
- Students will be exposed to principal values, norms, socioeconomic predicaments, and artistic representations that are characteristic of select Asian countries.
- The course will facilitate students' enhanced understanding and appreciation of Asian cultures and societies, which can serve as constructive conceptual framework for reflecting on their own social mores and cultural norms.

Online e-Learning System

The syllabus and other course materials are posted online via UF's e-Learning system. To access it, go to the e-Learning Support Systems homepage [lss.at.ufl.edu].

Grading

The final grade will be based on the course requirements. Grades will be computed on this scale:

- A = 100–93%; A- = 92.5–90%; B+ = 89.5–87%;
- B = 86.5–83%; B- = 82.5–80% ; C+ = 79.5–77%;
- C = 76.5–73%; C- = 72.5–70%; D+ = 69.5–67%;
- D = 66.5–63%; D- = 62.5–60%; E = 59.5% or less.

Attendance

- Attendance is mandatory for all students, starting with the first day of classes. Students who have problems with class attendance or punctuality should think twice before enrolling in this course.
- Excessive absences from class will have adverse effect on the final grade. Student can miss up to three (3) hours of instruction (regardless of whether they are excusable or not) without any penalty. Each subsequent unexcused hour will lead to a 2% reduction of the final grade.
- 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—participation in athletic meetings or religious observances, for example—must be submitted in advance.
- Coming late, leaving early, being inattentive, and other forms of disruptive behavior can be counted as unexcused absences. (For more on the university's attendance policies, see registrar.ufl.edu/catalog/policies/regulationattendance.html).

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 at least one week before the examination. Failure to act in accord with these instructions will lead to a failing grade.
- Students should take all exams and written assignments seriously and bear in mind that there will be no opportunity to rewrite a paper or do additional work for an extra credit or a better grade.

Guidelines for the Written Assignments

- All written assignments must be typewritten and follow standard academic format.
- The length of the book review should be 3–4 typed pages; the field research report should be 4–5 pages, plus a list of citations (1.5 spacing for all papers). Do not include separate title pages. See the additional guidelines [posted online](#) (see also the [general guidelines](#) for written assignments).
- The report should be based on field research that involves [participant observation](#), undertaken at a Buddhist group or institution in Florida.
- The book review must be on a book that focuses on Buddhist meditation. Students can select a book they want to review, but their choice must be approved by the instructor at least two weeks before the due date. Failure to do that will lead to a reduced grade.
- A hard copy of each written assignment must be submitted on the due date, at the latest. Students can hand their papers in class or leave them in the instructor's mailbox at the Dept. of Religion 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 a paper, is acceptable.
- Students can bring early drafts of their papers and ask for advice, but they need to do that during the office hours.

Other Notices

- A student who has a documented disability that may require some modification of seating, testing, or other class requirements should consult the instructor at the beginning of the course so that appropriate arrangements may be made. Note that the student is responsible for communicating his/her needs to the instructor, as early as possible. All arrangements for changes pertaining to the exams must be made at least 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).
- Students are expected to be courteous and abstain from disruptive behavior in the classroom that adversely affects others and is contrary to the pursuit of knowledge. Examples of such behavior include talking with someone, making late entrances or early exits from the classroom, displaying active disinterest in the class (e.g. sleeping or using computer), or putting down others. Offending students will be asked to leave.
- Registration in the course implies that each student enters a contractual agreement with the instructor, whereas he/she is accountable for fulfilling all course requirements and adhering to the course policies.
- Students are responsible for knowing and following all schedules and instructions contained in this syllabus, as well as any other instructions given in class (remember, attendance is not optional). Any questions about the course requirements or any aspect of the coursework should be resolved by consulting the instructor, preferably in person. Pleading ignorance or lack of common sense are not valid excuses for failures to fulfill requirements or abide by course policies.