

## Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: \_\_\_REL 4936 Chinese Buddhism\_\_\_

B.) Credit Hours: \_\_\_3\_\_\_

C.) Prerequisites:\_\_\_\_\_ There are no formal prerequisites, although some prior knowledge of Chinese history or religion will be helpful. No knowledge of the Chinese language is required..

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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.

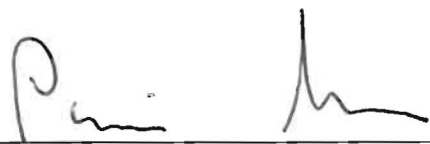
A.) For courses with a General Education classification, the syllabus should include:


- ☐ 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:

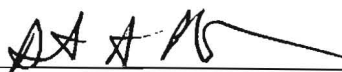
- ☐ A description/list of Gordon Rule expectations for students (word count, page lengths and deadlines for assignments).
- ☐ A statement to the effect that students written assignments will be evaluated with respect to grammar, punctuation, and usage of standard written English, as well as clarity, 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: 

C.) College Approval: \_\_\_\_\_



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.

*Rel 4936 (sec 6049)*

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



## ***Class Time & Location***

Tue 10:40–11:30 pm & Thu 10:40–12:35 pm, at MAT 16.

## ***Office Hours & Contact Information***

Tue 12:00–1:45 pm, and by appointment; 132 Anderson Hall; tel: (352) 273-2937; email: [mpoceski@ufl.edu](mailto:mpoceski@ufl.edu); webpage: [www.clas.ufl.edu/users/mpoceski/](http://www.clas.ufl.edu/users/mpoceski/).

## ***Course Description***

The course is a comprehensive survey of Chinese Buddhism. We will explore the growth and transformation of the beliefs, doctrines, practices, and institutions that shaped the historical trajectories of Chinese Buddhism, as well as consider the overall impact of Buddhism on Chinese religious, social, and cultural life. We will also read some of the classical texts of Chinese Buddhism.

## ***Prerequisites***

There are no formal prerequisites, although some prior knowledge of Chinese history or religion will be helpful. No knowledge of the Chinese language is required.

## ***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 (50%).
- Web sites review (10%), due 3/22.
- Field research report (20%), due 4/7.

## ***Textbooks***

- Cheng Chien Bhikshu. *Sun-Face Buddha: The Teachings of Ma-tsu and the Hung-chou School of Ch'an* (Berkeley: Asian Humanities Press, 1993).
- Richard Madsen. *Democracy's Dharma: Religious Renaissance and Political Development in Taiwan* (Berkeley: University of California Press, 2007).

## ***Additional Readings***

- Mario Poceski, *Introducing Chinese Religions* (London and New York: Routledge, 2009): Chapters 5, 6, and 10 only. Available as a Course Reader from Target (on University Ave).
- Burton Watson. *The Essential Lotus: Selections from the Lotus Sutra* (New York: Columbia University Press, 2002): Chapters 2, 3, 12, 16, & 25 only. Available as an [e-book](#) from the UF library; also available online: <http://lotus.nichirenshu.org/lotus/sutra/english/watson/indxwatson.htm>.

- Mario Poceski, "Buddhism: The Beginnings," in Jacob Neusner, ed., *Introduction to World Religions: Communities and Cultures* (Nashville: Abingdon Press, 2010): 181–96. Available via e-Learning; same applies to the next two items.
- Mario Poceski, "Mazu yulu and the Creation of the Chan Records of Sayings." Steven Heine and Dale S. Wright, eds., *The Zen Canon: Understanding the Classic Texts* (Oxford University Press, 2004): 53–79.
- Stuart Chandler, "Chinese Buddhism in America," in Charles S. Prebish and Kenneth K. Tanaka, eds., *The Faces of Buddhism in America* (Berkeley: Univ. of California Press, 1998): 13–30.

### 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.

- Kawamura, "Bodhisattva(s)": 58–60; Cohen, "India": 352–60;
- Stone, "Lotus Sūtra": 471–77; Tweed, "United States": 864–70



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

Week 1 <sup>1/6</sup>	<b>Introduction to the Course</b>
W 2 <sup>1/11 &amp; 1/3</sup>	<b>Overview of Early Buddhist History and Teachings</b> Poceski, "Buddhism: The Beginnings"; EB: "India"& "Bodhisattva(s)"
W 3 <sup>1/18 &amp; 1/20</sup>	<b>Spread and Flourishing of Buddhism in China</b> Poceski, <i>Introducing Chinese Religions</i> , Ch. 5
W 4 <sup>1/27 &amp; 1/27</sup>	<b>Schools and Practices of Chinese Buddhism</b> Poceski, <i>Introducing Chinese Religions</i> , Ch. 6
W 5 <sup>2/1 &amp; 2/3</sup>	Video: <i>To the Land of Bliss</i>
W 6 <sup>2/8 &amp; 2/10</sup>	<b>Lotus Sutra I</b> Watson, <i>Essential Lotus</i> , Ch 2& 3; EB: "Lotus Sūtra"
W 7 <sup>2/15 &amp; 2/17</sup>	<b>Lotus Sutra II</b> Watson, <i>Essential Lotus</i> , Ch 12, 16, & 25
W 8 <sup>2/22 &amp; 2/24</sup>	<b>Chan Doctrines and Practices</b> Cheng Chien 3–68 Exam 1 <sup>(2/22)</sup>
W 9 <sup>3/1 &amp; 3/3</sup>	<b>Chan Records of Sayings</b> Cheng Chien 69–116; Poceski, "Mazu yulu"
W 10	Spring Break
W 11 <sup>3/15 &amp; 3/17</sup>	<b>Buddhism in Modern China</b> Poceski, <i>Introducing Chinese Religions</i> , Ch. 10; video: <i>Alms</i>
W 12 <sup>3/22 &amp; 3/24</sup>	<b>Contemporary Taiwanese Buddhism I</b> Madsen 1–50
W 13 <sup>3/29 &amp; 3/31</sup>	Video & Individual Field Research (Prof. Poceski is presenting at conferences in Arizona and Hawaii) Bernard, <i>Research Methods in Anthropology</i> ; video: <i>Choice for a Chinese Woman</i>
W 14 <sup>4/5 &amp; 4/7</sup>	<b>Contemporary Taiwanese Buddhism II</b> Madsen 51–103
W 15 <sup>4/12 &amp; 4/14</sup>	<b>Chinese Buddhism in America</b> Chandler, "Chinese Buddhism in America"; EB: "United States"



### ***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](http://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](http://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 papers very seriously. They should not count on having an opportunity to do additional work for extra credit or better grade.

### *Written Assignments*

- The report should be based on field research that involves participant observation, undertaken at a Chinese Buddhist group or institution in Florida. (Researching a Tibetan Buddhist group is also acceptable).
- The review should cover two websites that contain extensive information relevant for the academic study of Chinese Buddhism.
- The report should be 4 typewritten pages (1.5 spacing); the review should be 2-3 pages. Both must follow standard academic format. There is no need to include a separate title page. For more on writing the papers, see Poceski's web page.
- Students are welcome to bring early drafts of the report and ask for advice during the office hours.
- 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.

### *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.

