

Course Syllabus
EMT 1620HF – History of Buddhist Traditions
Emmanuel College
Toronto School of Theology
Fall 2018

Instructor Information

Instructor:	Cuilan Liu, PhD, Assistant Professor
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Office Hours:	Thursdays 1-2pm or by appointment

Course Identification

Course Number:	EMT 1620HS
Course Name:	History of Buddhist Traditions
Course Location:	Room 205, Emmanuel College
Class Times:	Thursdays, 11am-1pm
Prerequisites:	Students must have already taken or are currently taking EMT 1631HF Foundational Tenets and Practices of Buddhism.

Course Description

This course surveys the development of Buddhism in India and its spread from South Asia to Southeast Asia, East Asia, and the West. In particular, we will explore how the Three Jewels (Buddha, Dharma, and Saṃgha) of Buddhism transmitted in the forms of the Three Vehicles (Theravāda, Mahāyāna, and Vajrayāna) from South Asia to Southeast Asia, East Asia, and to North America, Europe, and Africa.

Required Course Texts/Bibliography

- All reading materials will be made available in PDF.

Course Website(s)

- <https://q.utoronto.ca/courses/66996>
- This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask the Registrar for further help.

Writing Resources

For advice on academic writing, go to <http://www.writing.utoronto.ca>. If you wish to book an appointment with a writing instructor for individual help, go to http://www.vic.utoronto.ca/students/tutorialservices/Writing_Centre.htm.

Make sure you book your appointment as early as possible. Please ensure that you make good use of the writing centre.

Key Dates for Assignments

Component	Weight	Due Date
Attendance	5%	N/A
Class Participation	10%	N/A
Weekly summary of readings	20%	5 pm on the day before class
Course Evaluation	5%	
Term Project Proposal	15%	Nov. 1, 2018 Hard copy due in class + Electronic copy (in Word, not PDF) due by 5 pm on the due date.
Completion of Term Project	35%	Dec. 6, 2018 (To be confirmed) 3.5 minutes per presentation.
Term Project Presentation/Exhibition	10%	Dec. 6, 2018 Hard copy due in class + Electronic copy (in Word, not PDF) due by 5 pm on the due date.

Classroom Etiquette

In this course, students are invited to critically read, analyze, and evaluate in order to see more in a text than the text explicitly states. The critical analysis may involve but is not just the act of criticizing.

You may disagree with your classmates and professor, but do not disrespect any of them.

Students anticipating note-taking assistance are encouraged to make arrangements in advance. Digital recording of the course is not allowed. Students with demonstrated need to record the course are responsible for obtaining

written permission from the professor and all participants (enrolled students, auditors, and visitors if applicable) in the class.

Policies

Accessibility

Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism

Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Late work

Students are expected to hand in assignments by the date given in the course syllabus. The penalty for late assignments is 2% reduction in mark per day of lateness. Assignments will not be accepted after one week of the due date. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the last day of

classes. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Instruction on a petition for an extension from the Registrar’s office at Emmanuel College:

“All students (basic degree or graduate) who cannot submit the final assignment by the due date listed in the course syllabus must petition for an extension. For medical reasons, a UofT verification of illness form is required. A doctor’s note is invalid.”

Back-up copies

Please make back-up copies of written assignments before handing them in.

Obligation to check email

At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered into the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or another type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor

The instructor aims to respond to email communications from students in a timely manner. All email communications from students should be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to an email from non-utoronto addresses.

Evaluation

Requirements

The final grade for the course will be based on evaluations in the following areas.

1. Attendance (5%).

Emmanuel Attendance Policy: Academic credit for a course requires regular class attendance, unless otherwise indicated in the course syllabus (e.g. for intensive courses, attendance is mandatory). Attendance means being present in the class for the entire scheduled class meeting, not just part of it. In the event of absence for any reason, students are expected to inform the professor prior to class, and are responsible for course materials missed. If attendance is poor due to extenuating circumstances, students are recommended to drop the course before the last day to withdraw without academic penalty. For students who miss three regular classes, or 25% of an intensive course, this may result in a lower grade or even a failing grade for the course. If attendance is poor due to extenuating circumstances, students may petition the Basic Degree Committee to drop a course without academic or financial penalty. Each student is allowed to miss one class for any reason without informing the instructor in advance so use your opportunity wisely. Students expecting additional absence from class must inform the instructor in advance with officially approved reasons.

2. Class participation (10%).

Your participation grade will reply heavily on your familiarity with the readings, your critical and insightful engagement with them in the classroom. When you disagree during class discussion, we invite you to express your disagreements respectfully to your interlocutors.

3. Weekly 3-sentence summary of **one reading** (20%).

Summaries must be posted on the course website by 5pm the day before class. In your three-sentence summary, describe what the reading is about, discuss contents that you resonate with or disagree with, and raise a question for discussion in class.

4. Course evaluation. (5%).

5. Term Project (60%).

1) a written proposal; (15%)

In the proposal, articulate what you will do, what why are you doing it, and how your project can be shared.

2) completion of the project; (35%)

3) presentation & exhibition of the project. (10%)

6. Goal of the Term Project: based on what we are learning about Buddhism in this class, design a project to serve a wider community (this community can be on campus, at an institution, the public, private clients and et cetera).

7. Grading rubric of the term project: 1) Have you used what we have covered in this course in your project? 2) Do you have a clear rationale in your designing of this project? 3) How can others benefit from your project / Whom can your project serve? 4) Is your project feasible for implementation?

8. Examples of Term Project.

A written project (max. 15 pages, double spaced, font size 12);

A fashion project;

A game;

An exercise;

An visual art project;

A music project;

Cuisine project;

Or other projects that you would like to propose. You must discuss with your instructor to get approval. Be Creative!

9. Submission of Written Assignments

- A WORD document of your written assignment must be emailed to the instructor at cuilan.liu@utoronto.ca by 5 pm on the due day. Your word document must be formatted using the following format: Last Name, First Name_Course Title_Term Paper Proposal/Term Paper.
- A hard copy of your written assignment must be submitted to the instructor in class on the due day. Double-sided printing only. No cover page, please. On the first page of your paper, write the following before the main text:
Fall 2018_EMT 1620HF_History of Buddhist Traditions
Last Name, First Name (Student ID)
Title of Your Project

Note: All written materials must use Times New Roman, Font size 12, double-spaced. For writing project, footnotes and bibliography must follow the style sheet of *Journal of American Oriental Society* or in accordance with the convention in your field (students using other styles must specify the style followed in the writings).

TST Grading Scale

- A+ (90-100)
- A (85-89)
- A- (80-84)
- B+ (77-79)
- B (73-76)
- B- (70-72)
- F

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base

A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Course Outcomes

Students successfully completing this course will be able to demonstrate the following outcomes. By the end of this course, students can expect to:

Content

- Recall the historical development of Buddhism in Asia and beyond;
- Describe the spread of Buddhism to the West;
- Articulate the defining characteristics of different Buddhist traditions;
- Interpret contemporary issues within the context of a given Buddhist tradition.

Practical Skills

- Critically analyze Buddhist doctrine in the historical perspectives;
- Articulate issues related to different Buddhist traditions;
- Identify original sources on a given topic within the Buddhist tradition.

Scholarly Tools and Skills

- Identify and utilize library sources for scholarly writing;
- Formulate research questions, identify primary and secondary sources, and construct arguments based on textual evidence.

Course Schedule

Part One: Introduction

Week 1
9/13

Introduction

- Mitchell, Donald W., and Sarah Jacob. "Introduction." In *Introducing Buddhist Experiences* (Oxford: Oxford University Press, 2013), 1-5.
- Syllabus

Week 2
9/20

Buddhism in India

- "The First Gem: The Buddha," "The Second Gem: The Dharma," and "The Third Gem: The Samgha." In Oxtoby, Willard G., Roy C. Amore, and Amir Hussain (eds), *World Religions: Eastern Traditions* (Oxford: Oxford University Press, 2014), 186-210.
- Mitchell, Donald W., and Sarah Jacob. "5. Indian Experiences of Buddhism." In *Introducing Buddhist Experiences* (Oxford: Oxford University Press, 2013), 149-176.
- Powers, John. "Buddhism in India." In *Introduction to Tibetan Buddhism* (Ithaca: Snow Lion Publications, 1995, second edition 2007), 137-180.

Week 3
9/27

The Three Vehicles

- "Thervada Buddhism," "Mahayana Buddhism," and "Vajrayana Buddhism." In Oxtoby, Willard G., Roy C. Amore, and Amir Hussain (eds), *World Religions: Eastern Traditions* (Oxford: Oxford University Press, 2014), 210-217.
- Wedemeyer, Christian K. "Origins, Religion, and the Origins of Tantrism." In *Making Sense of Tantric Buddhism: History, Semiology, & Transgression in the Indian Traditions* (New York: Columbia University, 2013), 17-36.

Week 4
10/4

Buddhism in Sri Lanka

- Gombrich, Richard. "The Buddhist Tradition in Sri Lanka." In *Theravada Buddhism: A Social History from Ancient Benares to Modern Colombo* (London: Routledge, 1988; second edition 2006): 137-170.

Week 5
10/11

Buddhism in China

- Mitchell, Donald W., and Sarah Jacob. "7. Chinese Experiences of Buddhism." In *Introducing Buddhist Experiences* (Oxford: Oxford University Press, 2013), 222-274.
- Gernet, Jacques. "Immediate Facts," and "Secondary Facts: The Fiscal Deficit." In *Buddhism in Chinese Society: An Economic History from the Fifth to the Tenth Centuries* (New York: Columbia University, 1995), 1-62.

Week 6
10/18

Buddhism in Korea

- Mitchell, Donald W., and Sarah Jacob. "8. Korean Experiences of Buddhism." In *Introducing Buddhist Experiences* (Oxford: Oxford University Press, 2013), 275-308.
- Ahn Kye-Hyon. "Introduction of Buddhism to Korea." In Lewis R. Lancaster and C. S. Yu (eds.), *Introduction of Buddhism to Korea: New Cultural Patterns* (Berkeley: Asian Humanities Press, 1989), 1-28.
- Inoue Hideo. "The Reception of Buddhism in Korea and Its Impact." In Lewis R. Lancaster and C. S. Yu (eds.), *Introduction of Buddhism to Korea: New Cultural Patterns* (Berkeley: Asian Humanities Press, 1989), 29-78.

Week 7
10/25

Reading Week (No Class)

Week 8
11/1

Project Proposal Due
Buddhism in Japan

- Mitchell, Donald W., and Sarah Jacob. "9. Japanese Experiences of Buddhism." In *Introducing Buddhist Experiences* (Oxford: Oxford University Press, 2013), 309-362.

Week 9
11/8

Buddhism in Tibet

- Bsod nams rgyal mtshan. Chapters 4-6. *The Clear Mirror: A Traditional Account of Tibet's Golden Age* (Ithaca: Snow Lion Publications, 1996), pp. 52-74.
- Mitchell, Donald W., and Sarah Jacob. "6. Tibetan Experiences of Buddhism." In *Introducing Buddhist Experiences* (Oxford: Oxford University Press, 2013), 177-221.
- Powers, John. "Tibetan Religious History." In *Introduction to Tibetan Buddhism* (Ithaca: Snow Lion Publications, 1995, second edition 2007), 137-180.

Week 10
11/15

Buddhism in Mongolia

- Vesna A. Wallace. "Introduction." In Vesna A. Wallace (ed), *Buddhism in Mongolian History, Culture, and Society* (New York: Oxford University Press, 2015), xv-xxii.
- Simon Wickham-Smith. "A Literary History of Buddhism in Mongolia." In Vesna A. Wallace (ed), *Buddhism in Mongolian History, Culture, and Society* (New York: Oxford University Press, 2015), 160-178.

Week 11
11/22

Buddhism in Bhutan

- Richard W. Whitecross. "Buddhism and Constitutions in Bhutan." In Rebecca Redwood French and Mark A. Nathan (eds), *Buddhism and Law* (Cambridge: Cambridge University Press, 2014), 350-367.
- Karma Phuntso. "Early Historic Period: Early Diffusion of Buddhism." In *The History of Bhutan* (Noida: Random House India, 2013), 76-118.

Week 12
11/29

Buddhism in North America, Europe, and Africa

- Mitchell, Donald W., and Sarah Jacob. "10. The Globalization of Buddhism." In *Introducing Buddhist Experiences* (Oxford: Oxford University Press, 2013), 363-419.
- Baumann, Martin. "The Dharma Has Come West: A Survey of Recent Studies and Sources." *Journal of Buddhist Ethics* 4 (1997): 194-211.

Week 13
12/6

Presentation/Exhibition of Term Project