

## **Buddhist Mindfulness Meditation**

**EMP 2019HF**

**Fall 2015**

Seminars: Wednesday 7:00 to 9:00 PM

Office Hours: Wednesday 5:00 to 7:00 PM or by appointment

Instructor: Anne S.C. Low, Ph.D.

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### **Course Description:**

Mindfulness Meditation is a Buddhist practice that has in recent times expanded into the secular such as psychotherapy and counseling. This course will focus on the religious context and soteriological goals for which meditation is practiced within the Buddhist traditions. To this end, students will focus on the Theravada School and the Eight-Fold Path but will also look at the other Buddhist lineages that are centered on meditation, namely, Zen, Chan, and Son within the Mahayana School. This course will enable students in pastoral care, Buddhist or otherwise, to see the benefits of meditation in the two contexts of the sacred and the secular and thereby make appropriate application of mindfulness meditation within their own profession. Basic meditation techniques will also be introduced and students' mindfulness in class will count towards class participation. Towards the end of the course, students will examine the application of mindfulness in secular places such as hospitals, schools, and therapy clinics and begin to compare the benefits of meditation as they are described in the Buddhist texts and that claimed by proponents who have introduced mindfulness meditation to secular setting.

### **Course Methodology:**

Students will read primary and secondary religious texts as well as contemporary essays. Each seminar will be driven by students' participation in class discussions. To this end, students will prepare one page (double-spaced, 12 Times New Roman) reflection papers and present them in class. These papers will be collected at the end of each class. They will not be graded but will count towards the overall participation and attendance grade.

A Short Mid-term Essay

A Final Essay

**Course Outcomes: At the completion of this course,**

- A. Students will display knowledge of key Buddhist teachings by reading primary and secondary texts.
- B. Students will show awareness of the traditional religious contexts in which Buddhist teachings are taught and the different strands that had developed and evolved in the West.
- C. Students demonstrate understanding of the parameters in which mindfulness meditation is practiced within the Buddhist traditions and, in relation to this, grow in the capacity to make informed decisions as caregivers, counselors, and chaplains.
- D. Students show sensitivity and developing skill in inter-faith dialogues, particularly in Buddhist chaplaincy and ministry works within secular and interreligious communities.
- E. Students have grown in critical thinking skills by engaging with essays by leading critics and proponents and examining claims of affinities with cognitive science and theories of attentional regulation.

**CRPO Competencies (see handout: Competency Profile)**

- **1.4c, 1.4d**
- **1.5a, 1.5c, 1.5e**
- **2.1a, b, c, d, e, f, g**
- **2.2a, b**
- **2.3b**
- **3.4.a**

**Course Resources**

**Required texts to buy**

Bhante Gunaratana. The Four Foundations of Mindfulness In Plain English, Boston: Wisdom Publication, 2012.

Goldstein , Joseph. Insight Meditation: The Practice of Freedom. Boston: Shambhala Classics, 1987.

Mark Williams, John Teasdale, Zindel Segal, and Jon Kabat-Zinn, The Mindful Way through Depression Freeing Yourself from Chronic Unhappiness, The Guilford Press, 2007 (to be confirmed).

Thich Nhat Hanh, Breathe. You are Alive: The Sutra on the Full Awareness of Breathing. Parallax Press, 2008.

**Additional Readings: articles that can be accessed via Blackboard (BB hereafter) will be indicated. All others can be accessed via the Toronto Public Library.**

B. Alan Wallace. *Meditations of a Buddhist Skeptic. A Manifesto for the Mind Sciences and Contemplative Practice.* (New York: Columbia University Press, 2012): 34-59.

#### Encyclopedia Articles

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

Poceski, "China": 139–45; Cohen, "India": 352–60; Payne, "Ritual": 723–26

Morse, "Ritual Objects": 726–29; Tweed, "United States": 864–70

Gil Fronsdal, "Insight Meditation in the United States," in Prebish and Tanaka, eds. *The Faces of Buddhism in America* (Univ. of California Press, 1998): 163–82. (BB)

Jon Kabat-Zinn, Some reflections on the origins of MBSR, skillful means, and the trouble with maps, Volume 12, Issue 1, 2011, *Journal of Contemporary Buddhism* (BB)

Jon Kabat-Zinn & Richard J. Davidson with Zara Houshmand, editors. *The Mind's Own Physician. A Scientific Dialogue with the Dalai Lama on the Healing Power of Meditation.* Mind & Life Institute. New Harbinger Publications, Inc. 1-63

Kosho Uchiyama. *Opening the Hand of Thought. Foundations of Zen Buddhist Practice.* Translated and edited by Daitso Tom Wright, Jisho Warner, Shohaku Okumura. Boston,: Wisdom Publications, 2004. 21-60 (BB)

*Mindfulness of Breathing (An-Apana-Ssati) (Second Revised Edition) explained by the Pa-Auk Tawya Sayadaw* (Blackboard).

Morgan, W.D., & Morgan, S.T. *Cultivating Attention and Empathy* (pp. 73-90). In *Mindfulness and Psychotherapy*, (Eds. C. K. Germer, R. D. Siegel, P. R, Fulton) New York: The Guilford Press, second edition, 2013(BB)??

R. Gethin, "On Some Definitions of Mindfulness" Vol. 12, No. 2. *Journal of Contemporary Buddhism*: 263-279 (BB)

Robert Buswell, *The Zen Monastic Experience* (Princeton University Press, 1992): 161–202. (BB)

Shunryu Suzuki, *Zen Mind Beginner's Mind* (BB)

Sarah Shaw, *Introduction to Buddhist Meditation.* New York: Routledge. 92- 110 (BB)

<http://terebeess.hu/zen/mesterek/Seung-Sahn-Only-Don-t-Know.pdf>

## **Course Evaluation:**

**Mid-Term Essay: 30%** (Essay Guideline will be posted on Blackboard)

**Weekly class presentation of your reflection papers will count towards your engagement of text, participation, and attendance grade: 30%** Papers will be collected end of class. Note: more than two absences will automatically lower your grade in this portion of the evaluation, and more than three absences may result in the loss of the course credit (unless circumstances are extenuating and specially arranged extra work is negotiated with the professor).

**Final Essay 40%**

## **Schedule**

September 16 **Religious Context**

**Reading:** EB: Poceski, “China”: 139–45; Cohen, “India”: 352–60; Payne, “Ritual”: 723–26; Shaw 92-110; Gil Fondsdal, “Insight Meditation in the United States”

September 23 **Buddhist World View**

**Reading:** Goldstein, 1-90

September 30 **Cultivating the Path**

**Reading:** Goldstein, 90-171

October 7 **Anapanasati**

**Reading:** Sayadaw, Mindfulness of Breathing 1-20

October 14 **Anapanasati and Benefits**

**Reading:** Sayadaw, Mindfulness of Breathing 20-35

October 21 **Satipatthana sutta**

**Reading:** The Four Foundations of Mindfulness in Plain English, 1-101  
[http://www.buddhanet.net/pdf\\_file/mahasati.pdf](http://www.buddhanet.net/pdf_file/mahasati.pdf)

October 28 **Reading Week**

November 4 Satipatthana

**Reading:** The Four Foundations of Mindfulness in Plain English, 105-166

Nov 11 **Responses from other Buddhist Traditions**

**Reading:** Buswell, The Zen Monastic Experience, 161-202

Shunryu Suzuki, Zen Mind Beginner’s Mind

<http://tereless.hu/zen/mesterek/Seung-Sahn-Only-Don-t-Know.pdf> (What is Zen – Correct Meditation)

**Mid-term Essay Due**

November 18 **Responses from other Buddhist Traditions**

**Reading:** Uchiyama, Opening the Hand of Thought, 21-60.

Wallace, Meditations of a Buddhist Skeptic, 34-59

November 25 **Mindfulness-Based Interventions**

**Reading:** The Mindful Way through Depression, 1- 50

The Mind's Own Physician, 1-63

December 2 **Praxis Leading Theory?**

**Reading:** R. Gethin, "On Some Definitions of Mindfulness" See BB

Jon Kabat-Zinn, "Some reflections on the origins of MBSR, skillful means, and the trouble with maps" See BB

The Mind's Own Physician, 207-221

December 9 Review

**Final Essay Due on last day of Exam Week**

### **Recommended Reading**

Analyo. Satipatthana The Direct Path to Realization. Cambridge, UK: Windhouse Publications, 2003

Bien, Thomas, Mindful Therapy. A guide for Therapist and Helping Professionals. Wisdom Publications, 2006.

Boyce, Barry and the editors of the Shambhala Sun. The Mindfulness Revolution. Boston: Shambhala, 2011.

Epstein, M. Psychotherapy without the self: A Buddhist perspective. Yale University Press, New Haven, 2007

Lopez, Donald S. The Scientific Buddha. His Short and Happy Life, Yale University Press, New Haven, 2012.

Mace, Chris. Mindfulness and Mental Health, Therapy, Theory and Science. Routledge, 2007.

Rosenberg, Larry. Breath by Breath. The Liberating Practice of Insight Meditation. Shambhala, Boston, 2004.

Saffron, Jeffrey, ed. Psychoanalysis and Buddhism, An Unfolding Dialogue. Wisdom Publications, 1995

Seung Sahn, *The Compass of Zen*, Shambhala, Boston, 1997.

Father Kevin Hunt. "What is Human?" A talk at a Christian-Buddhist retreat at Providence Zen Center. <http://www.kwanumzen.org/wp-content/uploads/pp2004fall.pdf>

Sheng Yen. *Hoofprints of the Ox: Principles of the Chan Buddhist Path as Taught by a Modern Chinese Master*, Oxford University Press, 2002

Satipathanna Sutta. <http://www.accesstoinsight.org/lib/authors/soma/wayof.html>

Welwood, J. *Toward a psychology of awakening: Buddhism, psychotherapy and the path of personal and spiritual transformation*. Shambhala: Boston, 2002.

Unno, M. (Ed.). *Buddhism and psychotherapy across cultures*. Wisdom Publications: Boston, 2006.

### **Course Policies**

Policies for courses are contained in the TST Basic Degree/Advanced Degree Handbooks:

- 1) Late Policy: no penalty if acceptable reason is provided prior to the due date. Otherwise a penalty of 5% per day will be applied.
- 2) Completion of Course Work: All course work (including any late work) must be completed by the end of term, the last day of exams. Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an extension be considered and this must be authorized by the Basic Degree Committee and the Faculty.
- 3) Assignments: Essays and assignments can be submitted on Blackboard.
- 4) Consultation: Please do not hesitate to consult with me about any questions you may have.

### **Academic Integrity:**

Students should read carefully the academic discipline policy on, and severe penalties for, plagiarism and cheating. These are set out in the University of Toronto's Code of Behaviour on Academic Matters available through the Office of the TST Director (cf. TST Basic Degree Handbook, p. 45) and on the web (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

## **Grading Scheme:**

The grading scheme for this course, as with all TST courses, is as follows:

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A+ 90-100	profound and creative
A 85-89	outstanding
A- 80-84	excellent: clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations, broad knowledge base
B+ 75-79	very good
B 73-76	good: good critical capacity and analytic ability; reasonable understanding of relevant issues, good familiarity with the literature
B- 70-72	satisfactory: adequate critical capacity and analytic ability; some understanding of relevant issues and with the literature
FZ 0-69	failure: failure to meet the above criteria

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.soverningcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

## **Policies**

**Accessibility.** Students with a disability or health consideration 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 University of Toronto Code of Behaviour on Academic Matters.