

BUDDHISM RS 390OL (19317) Spring 2016

REVISED syllabus: 1/9/2016

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Office hours: online Mondays 9-10 and Skype/talk by appointment. In person, SN418 Fri 6:30 - 7:30 AM, 2 - 3 PM. X6875

**Description:** This course examines the evolution of the concepts of Buddhism as it travels throughout Asia over the centuries. This will be achieved by close examination of classic primary texts of various Buddhist traditions, locating key concepts and acquiring vocabulary.

**Key Goals:** Students will familiarize themselves with a few primary texts of Buddhism, allowing them to critically interpret and categorize key concepts. They will develop a working lexicon of Buddhism basics for the first half of the course and then develop an outline of what does and does not change in Buddhism as it moves through time and to new places. Once familiar with three primary forms of Buddhism—Theravada, Mahayana, and Vajrayana—students will compare and contrast the concepts in each text in an attempt to decide what is "essential" to the practice of Buddhism. (Arguments could range from seeing a "core" of universal beliefs to the idea that Buddhism itself denies anything is permanent.) Students will recognize that human practice is not always the same as human beliefs, something that is an essential critique of all religious philosophies.

**Key Skills:** Students will learn how to analyze primary texts, interpret and compare key concepts. These analytical skills outline a methodology of inquiry and application that can be utilized in any field (G.E. F.2 or S.5)

**COURSE REQUIREMENTS:**

**CLASS WORK:** reading and rereading with the goal of interpreting are important parts of your grade, making content and thought key elements of your writing. Because this is a 300 level class there is a certain amount of writing required. You will be working on a journal of thoughts that you can think of as participation. Instructions are posted on Moodle, with specific instructions for the goals of each week for the type of journal entry you will be writing on the week required. The completed Journal will be worth 100 pts. While most of the time you will be engaging with the material on your own terms, there will be 2 3-page **Refined Ideas Essay** (minimum 750 words), worth an additional 50 points each, total 100 pts. There will be a final vocabulary quiz worth 50 points and a final essay worth 50 points.

POINT breakdown:

	B+	269 - 261	C+	239 - 231	D+	209 - 201	
A	300 - 280	B	260 - 250	C	230 - 220	D	200 - 190
A-	279 - 270	B-	249 - 240	C-	219 - 210	D-	189 - 180

**All assignments will have instructions and a checklist. POINTS or NO POINTS**

**grading will be in effect!!! If you fail to follow any of the instructions from the 3rd week until the end of the semester, I will not grade the work and you will receive 0 pts for not being conscientious about your work.** This is not some random rule, this is the direct result of the increase in sloppy, late, or obviously last-minute work being turned in (Individuals cause consequences for all of us, that is why we should always consider our actions within the whole of society).

#### **REQUIRED TEXTS:**

John S. Strong, *The Experience of Buddhism: Sources and Interpretations*, Wadsworth Cengage Learning, 3rd ed.

ADDITIONAL reading will be found online on Moodle under "Online Readings." The other main text is Robinson/Johnson, *The Buddhist Religion: A Historical Introduction*, Wadsworth Publishing Co, 1997, 4th ed. is online as a PDF, which is why we are using the older edition so you don't have to buy the book. Other excerpted readings will be in the folder. The only other source you may use for your own edification is on the Oviatt Library website. The *Encyclopedia of Religion* is available in both electronic source or book if you happen to be in the library. Otherwise NO OUTSIDE SOURCES ALLOWED! 50% loss of points if assignment uses sources other than what is assigned. 0 points with no possibility of make up if this is also uncited (plagiarized). NO EXCUSES.

#### ***INSTRUCTIONS FOR THE WRITING***

#### **JOURNAL WRITING**

The reflective journal is intended to be a space to make connections, your connections among the various complementary elements of the course. The object of the journal is not to think like me or to think like everyone else but to develop your own reflection. You will be commenting on each reading assignment. The journal is intended to be your "participation" in and outside of the classroom. Journal entries should briefly summarize what you have seen, heard or read and then mostly should end with thoughtful questions and observations about what you just read. Over the weeks of the course, as you gain an increasingly complex understanding of Buddhism, your journal entries should be making connections among the various elements that require adaptation by Buddhism and Buddhists in each culture. Also, what impact does Buddhism have?

The difficulty in this being an online only class, is obviously the lack of instant feedback one would get in the classroom. I will look at everyone's entries over the first few weeks and make comments about what I'd like to see or not see, as well as how engaged I feel you are with the reading. This should guide you through the rest of the semester. I realize the submission system might not be ideal but Moodle doesn't have any "journaling" capability. Feel free to make helpful suggestions about problems and questions in regards to the journal entries. I will grade the journals at the end of the semester. While I don't expect every entry to be equally engaged and insightful as some things won't strike you and other things will, but always do your best.

The nature of this course is discovery and while the readings will offer an interpretive framework and a little context, most of the "AHA" moments need to come from your own willingness to really delve into the complex and abstract topics Buddhism explores. I will

try to post the questions that came to my mind when reading.

**REQUIREMENTS:**

It is difficult to give a precise length but, as a rule of thumb, a good journal entry should be at least a couple of pages...even just notes would be longer than that.

**GRADING:**

Your journal entries will be evaluated based on three criteria: Commitment, Ambition, and Engagement.

**GENERAL ESSAY PAPER instructions:**

Your papers are short, rigorously argued essays which require that you summarize arguments, organize evidence, compare texts/claims, state a thesis, support a thesis, and develop a critical perspective on an issue or text in a very condensed format. DO NOT UNDERESTIMATE THE TIME, PROOFREADING, AND THOUGHT REQUIRED for an excellent college essay. MAKING EVERY WORD COUNT requires finesse, forethought, and effort.

Each essay must:

- be submitted by 11:55 p.m. on the Sunday evening they are due. Late papers will not be accepted unless previously confirmed with the professor in writing via email.)
- be typed, with single-spaced paragraphs, double-spaced between paragraphs.
- be no LESS than 750 words (equivalent of 3 double-spaced typed pages but you can go over).
- follow the directions given in the prompt.

**Essay Evaluation:**

90-100%	<ul style="list-style-type: none"><li>• Controlled by a clear, concise, well-defined thesis, sophisticated in statement and insight.</li><li>• Ideas are well developed, clearly explained, and presented in a thoughtful, sophisticated manner. Clear evidence of sophisticated, independent intellectual pursuit.</li><li>• Shows a mastery of the assigned texts, offering insights and interpretations that go well-beyond ideas presented in class</li><li>• Use of evidence, quotations, and textual references seems particularly apt.</li></ul>
80-89%	<ul style="list-style-type: none"><li>• Controlled by a clear, well-defined thesis.</li><li>• Ideas are well developed, clearly explained, and presented in a thoughtful manner. Clear evidence of thoughtful engagement with the material.</li></ul>
80-89%	<ul style="list-style-type: none"><li>• Clear evidence of having thoroughly read the assigned text, offering insights and interpretations that go beyond ideas presented in class</li><li>• Use of evidence, quotations, and textual references is effective.</li></ul>

70-79%	<ul style="list-style-type: none"> <li>Has a general thesis or controlling idea.</li> <li>Ideas are presented in an organized manner. Clear evidence of engagement with the material.</li> <li>Clear evidence of having read the assigned text.</li> <li>Use of evidence, quotations, and textual references is appropriate.</li> </ul>
60-69%	<ul style="list-style-type: none"> <li>No thesis, or one that is extremely vague.</li> <li>Tends to ramble. Does not get to the point. Contains extraneous information.</li> <li>Demonstrates a familiarity with the assigned text(s).</li> <li>Claims not supported with appropriate textual evidence.</li> </ul>
59 % or less	<ul style="list-style-type: none"> <li>Seems to have been done in haste.</li> <li>Suggests a superficial understanding of the text(s) and assignment.</li> <li>Intellectually weak.</li> <li>Poorly written</li> </ul>
00 pts.	Plagiarized material

**Top 10 Errors on Microthemes (short essays) From Andrew Evans, Indiana University**  
(with additional notes added by me).

**1. The essay does not answer the question.**

Many students in this course, especially in the beginning of the semester, tend to write essays that do not address or answer the question. Your essay should include an introductory paragraph that answers the question in one or two sentences. This will provide your essay with a thesis. Avoid essays that simply summarize events or plot - these papers do not answer the question and usually receive zero points.

**2. No structure.**

Your essay should have a logical structure that includes an introduction, a body, and a conclusion. If your microtheme is one large paragraph, then your paper has no framework to guide the reader. Each paragraph in your paper should make a separate point. Write an outline before you begin writing in order to give your paper a structure.

**3. A thesis that argues nothing.**

Another common error is a thesis that seems to address that question, but actually says nothing. For example, in answer to the question, "In the Bhagavad Gita how does Krishna get Arjuna to understand that life is impermanent? Student's who DO NOT have any argument in mind often write:

BAD "In the Bhagavad Gita, Krishna gets Arjuna to understand that life is impermanent in important ways." (THIS IS AN EXAMPLE OF WHAT NOT TO WRITE!) What are those ways? This sentence simply restates the question without answering it. A thesis should be specific and meaningful.

GOOD "In the Bhagavad Gita, Krishna convinces Arjuna that all physical life is impermanent and the spirit is eternal, so killing the body is not an end."

**4. Unexplained quotes.**

DO NOT assume that passages quoted from sources will explain themselves. Quotes must be preceded or followed by at least a sentence or two that explains what it tells us and where it fits

in your argument.

### **5. Confusion about voices.**

Many students confuse the voice and opinions of the author they are writing about with their own voices and opinions. When answering a question about Jean Jacques Rousseau's view of women in Emile, for example, be careful not to present his opinions as if they were your own. If, in your paper, you write:

"Women should be educated to be subservient and obedient."

then the reader will think this is your own opinion. If, on the other hand, you write:

"According to Rousseau, women should be educated to be subservient and obedient."

Then it is clear to the reader that you are discussing Rousseau's views, not your own.

### **6. Tense shift.**

A common stylistic error is switching between past and present tense over the course of an essay. You should use the same tense consistently throughout your paper. Here is an example:

"Elizabeth and Mary were disrespectful towards there sister. They look down on Anne and treat her like dirt."

The first sentence uses the past tense while the second uses the present tense. This mistake is easy to catch by checking your work carefully. And did you spot the egregious typo???

### **7. Unnecessary words.**

Effective and clear writing avoids unnecessary words. The following sentence is wordy and confusing:

"Basically, in the book *Germinal*, Catherine was expected to do lots of different stuff around the house, and she was supposed to work in the mines all the time too."

By omitting needless words and combining phrases, this sentence becomes clearer and more effective:

"In *Germinal*, Catherine was expected to work not only around the house but in the mines too."

### **8. No page references or citation.**

When using a quote or an idea from any source, you should ALWAYS provide an in-text reference, e.g. (Smith, 98). FOR THE PURPOSES OF THIS CLASS, I am more concerned with what you think and understand than you regurgitating someone else's ideas. YOU CANNOT USE ANY OUTSIDE OR ONLINE SOURCE other than what was required for this class for quotes, and you MUST CITE YOUR SOURCE FOR ANY NON- COMMON KNOWLEDGE INFORMATION, otherwise it is plagiarized. My determination that something is plagiarized results in 0 points for the assignment. There are no magical coincidences that you happened to write or mirror another source with your writing. Mathematical probability is decidedly against this happening, requiring infinite time and attempts, therefore impossible in reality. (additional information from Dr. Wilkerson)

### **9. Some common grammatical mistakes.**

Simple grammatical errors often detract from otherwise excellent papers. The following words are often used incorrectly:

- **it's and its**

"It's" is the contraction for "it is," as in "It's raining today." (See also 10 below.) "Its" without an apostrophe is a possessive, as in "The flag in all its glory..."

- **there, their, they're**

"There" is spatial, "over there." "Their" is possessive, " Their home's are in the same

- neighborhood." "They're" is a contraction of "they are."
- **effect and affect**  
"Effect" is a noun, as in "The effect of the stock market collapse was a panic among investors." "Affect" is the verb, as in "The collapse of the stock market affected millions of people."
- **For more help:** <http://www.grammar-monster.com/>

**10. Use of contractions.** Contractions, like "can't" and "isn't," should NOT be used in formal writing. One should also AVOID the personal pronouns I, you, he, and she.

### **PLAIGIARISM: ZERO TOLERANCE.**

**plagiarize** /'pledʒrɪz/ ( also **plagiarise** ) <http://www.youtube.com/watch?v=Mwbw9KF-ACY> → **verb** [with obj.] take (the work or an idea of someone else) and pass it off as one's own.

- take the work or an idea of (someone) and pass it off as one's own.
- DERIVATIVES **plagiarizer noun** .

(From: "plagiarize verb" *The Oxford Dictionary of English* (revised edition). Ed. Catherine Soanes and Angus Stevenson. Oxford University Press, 2005. Oxford Reference Online. Oxford University Press.

CSUN Academic Dishonesty: <http://www.csun.edu/bus302/Course/Materials/AcademicHonesty/academic.dishonesty.pdf>

2 of the most common forms of plagiarism are:

1. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. ANYTIME you copy the order, phrasing, argument of someone else and simply change a few words, you are plagiarizing if you don't cite it. MAKE it a habit of, as you write, adding in-text citations (Strong 36). This will save you time and point loss later.
3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. YOU ARE REQUIRED to find CSUN's Academic Dishonesty policy and copy and paste the first 2 lines (just type "academic honesty" in the Search CSUN box and then pick the PDF titled "ACADEMIC DISHONESTY" student version.) in the body of your email no later than Jan 31st. Please read this as I will hold you responsible for understanding it. WHEN IN DOUBT, use a citation...especially since you must use one for EVERY comment that is not common knowledge.

### **COURSE SLOs:**

1. Identify and define the major Buddhist schools and their philosophies.
2. Ability to analyze Buddhist texts and describe in detail the central teachings and practices of Buddhism.
3. Demonstrate an understanding of the variations of Buddhism in the context of diverse Asian cultures.
4. Describe the growth of Buddhism in the West, especially in the United States.

**GE SLOs: Goal:** Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities and languages with special focus on the contributions, differences, and global perspectives of diverse cultures and societies.

### **Student Learning Outcomes**

Students will:

1. Describe and compare different cultures;

2. Explain how various cultures contribute to the development of our multicultural world;
3. Describe and explain how race, ethnicity, class, gender, religion , sexuality and other markers of social identity impact life experiences and social relations;
4. Analyze and explain the deleterious impact and the privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, religious intolerance or stereotyping on all sectors of society;
5. Demonstrate linguistic and cultural proficiency in a language other than English.

### **GENERAL GRADING RUBRIC:**

Qualities of A writing:

- 1) Contains a well-developed, clearly stated thesis or statement sentence.
- 2) Stays focused on topic and completely answers prompt (when applicable).
- 3) Uses evidence from assigned texts, with quotes and explanations of those quotes.
- 4) Is logically organized and information is accurate.
- 5) Is written at a college level, paying attention to style, word choice, flow, transitions, paragraph cohesion, and is PROOFREAD. Also follows all instructions given by instructor.
- 6) Shows independent and critical thought.

Qualities of B writing:

- 1) Clear statement, but underdeveloped.
- 2) Generally addresses topic.
- 3) Evidence is not always relevant or forgotten.
- 4) Some organizational problems.
- 5) Not proofread, weak transitions, other marks of rushed or inadequately considered work.

Qualities of C writing:

- 1) Some attempt to answer the question/issue but no real thesis or statement.
- 2) Disorganized, stream of consciousness writing, no transitions, irrelevant or wrong evidence.
- 3) Lack of originality, simply parrots texts or over-generalizes.
- 4) Too short/long, doesn't follow instructions, misuse of language or terminology, not proofread.

Qualities of D writing:

- 1) Late or untyped work.
- 2) No statement, little if any evidence, off topic.
- 3) Sloppy writing, grammatical errors, frequent misspellings, ignored previous corrections.

Qualities of F writing:

- 1) Not turned in or very late.
- 2) Extemporizing, pejorative or offensive statements, ignored previous corrections.

### **ADVICE FOR SAVING YOURSELF TIME AND COMPLETING THIS CLASS**

**SUCCESSFULLY:**

Take thorough notes as you read, keeping the "Goals" spelled out in the syllabus in

mind as you read so you know what you want to write down. IMPORTANT!!! Putting page numbers next to your comments and jotting down the first few words of a quote WITH the page number will save you HUGE amounts of time and frustration when you write. You will have to REREAD sections, as most of you will be unfamiliar with these texts. Don't overestimate your memory (unless it is eidetic) or underestimate the level of reading expected from an advanced class.

### **RS 390OL Buddhism SCHEDULE (Subject to change as needed)**

<b>Week/Date</b>	<b>Assignments are due before 11:55 PM on the Sunday of the week assigned unless otherwise noted. This is an online class and completing assignments early is up to you HOWEVER, I teach at 2 colleges with 30-49 students per class so I will keep up with the grading as I have scheduled during the semester and not customized to individuals. We all have hectic lives so if you are going through a rough patch then email me BEFORE you get too behind. SUGGESTION: finish things in order listed.</b>
<b>INTRODUCTION: The Historical Buddha in India</b>	
<b>Week 1: Jan 25 - 31</b>	<p><b>VIEW ONLINE:</b> 3 Introductory PowerPoints. NOTE: you will need to watch it in "Slide Show" view so that the voice-over starts automatically. If you can't figure that out, email me or simply click on the little speaker on the page to hear the comments.</p> <p><b>ONLINE READING:</b> Robinson Ch 1 and 2 online reading (total: 44 pp)  While you are reading, jot down questions you have about the reading and don't forget to put the page number as well. Also if you found the answer/explanation later (again, don't forget the page number!) as this will be good for the discussions and essays. For example: Who was the historical Buddha, what changed his view of life? What does his response tell you about Siddhartha?</p>
<b>Legends about the Buddha and early followers</b>	
<b>Week 2: Feb 1 - 7</b>	<p><b>Read:</b> Strong Ch. 1 pages 1-36, thru section 1.7.4; Robinson pages 51-58, thru section 3.2.1 (total: 44 pp)</p> <p>Example of questions to consider while reading: What does the historical Buddha advocate one must do to escape suffering? Consider the Robinson with these readings, is the Buddhist world view simply pessimistic? Why is it important to understand the language of Buddhism in its earliest historical context? (Think about the difference in the meaning of Nirvana--extinguish vs unbind.) What other ideas caught your attention?</p> <p><b>ASSIGNMENT:</b> REVIEW the instructions for your journal writing and do journal entry #1on your understanding of the historical Buddha.</p>

<b>Week 3:</b> <b>Feb 8 - 14</b>	<b>Read:</b> Strong Ch 1 pages 36-55, 1.8 thru end of chapter: Robinson 62-67, 3.3 (total: 25 pp)  <b>ASSIGNMENT:</b> Write journal entry #2 on this week's reading.
<b>The Sangha</b>	
<b>Week 4:</b> <b>Feb 15 - 21</b>	<b>Read:</b> Strong 56 - 68, beginning chapter 2 thru 2.1.4; 74-75 section 2.2.1; 77-78 section 2.2.3; 86-96 sections 2.4.1 thru end of chapter 2. (total: 29 pp)  <b>ASSIGNMENT:</b> do your journal entry #3 on this week's reading.
<b>The Dharma and Theravada Buddhism</b>	
<b>Week 5:</b> <b>Feb 22 - 28</b>	<b>Read:</b> Strong Ch 3 pages 97-110, beginning of Ch 3 thru 3.3.1; 114-120, 3.4 thru 3.4.3 (Theravada); 138 to 143, 3.6 thru 3.6.2 (total : 24 pp).  <b>ONLINE:</b> View the reminder Powerpoint about Theravada Buddhism.  <b>ASSIGNMENT:</b> Do your journal entry #4 on this week's reading.
	Refined Ideas Essay #1is a polished 3 page essay on Theravada Buddhism due Mar 6th and turned in on Moodle. Don't forget you are "refining" your ideas from the journal writings for your essay.
<b>Mahayana Compassion</b>	
<b>Week 6:</b> <b>Feb 29 - Mar 6</b>	<b>Read:</b> Strong 145 - 167, beginning of chapter 4 thru 4.3.3; 173 - 175, 4.4 thru 4.4.1; 181 - 187, 4.4.4 thru end of chapter. Robinson Chapter 4, 82-98. (total: 36 pp)  <b>Online:</b> Powerpoint on Mahayana Buddhism.  Don't forget to turn in your polished Theravada Essay, if you haven't already.
<b>Buddhism in China, Daoism</b>	
<b>Week 7:</b> <b>Mar 7 - 13</b>	<b>View:</b> Powerpoint on Chinese Buddhism and what Chinese culture added to make it uniquely "Chinese." Includes few slides on Daoism.  <b>Read:</b> Robinson 170 - 183, 8.2 thru 8.4.2; 186 - 198, 8.5.1 thru 8.5.3; 199 - 200, 8.5.5; skip section A,B,C 206 - 207, 8.5.5 D "Ch'an and the Arts." Strong 290, chapter 8 intro; 294 - 300, 8.3 thru 8.4; (total: 34 pp).  <b>ASSIGNMENT:</b> Journal entry #5 should be on Week 6 reading.

<b>Week 8:</b> <b>Mar 14 - 20</b>	<p><b>Read:</b> Strong 303 - 306, 8.5.2. <b>ONLINE READING:</b> De Bary 166 - 178; 207 - 225. (33 pp)</p> <p><b>ASSIGNMENT:</b> Journal entry #6 should combine Week 7 and 8 readings into a page on what specifically the Chinese changed to make Buddhism fit Chinese society and how Daoism helped this process. This DOES NOT have to be 2 times as long.</p> <p>Refined Ideas Essay #2: your second polished essay on Mahayana Buddhism due Apr 3rd and don't forget to refine your ideas from these last 3 weeks of journal writing.</p>
<b>Week 9:</b> <b>Mar 21 - 27</b>	<p><b>Spring Break (First day of Spring was Mar 20th, welcome to the vernal equinox)</b></p>
<b>Vajrayana Buddhism and Buddhism in Tibet</b>	
<b>Week 10:</b> <b>Mar 28 - Apr 3</b>	<p><b>View:</b> Powerpoint on Tibetan Buddhism and what the Bon religion added to make it uniquely "Tibetan."</p> <p><b>Read:</b> Strong 256 - 277, beginning of chapter 7 thru 7.5. Robinson 123 - 134, 6.3 thru 6.3.5; (total: 32 pp).</p> <p>Don't forget to turn in your polished Mahayana essay, if you haven't already.</p>
<b>Tibet and add women to Buddhism and stir</b>	
<b>Week 11:</b> <b>Apr 4 - 10</b>	<p><b>Read:</b> Strong 277 - 289, 7.6 thru end of chapter 7; 306 - 311, 8.6 thru 8.6.3; 332 - 334, 9.6 (total: 18 pp).</p> <p><b>ASSIGNMENT:</b> Journal entry #7 on both week 10 and 11 reading.</p>
<b>Buddhism in Japan</b>	
<b>Week 12:</b> <b>Apr 11 - 17</b>	<p><b>View:</b> Powerpoint on Japanese Buddhism and what Shinto added to make it uniquely "Japanese."</p> <p><b>Read:</b> Strong 315 - 323, beginning of chapter 9 thru 9.3; 336 - 331, 9.5 thru 9.5.2. Robinson 241 - 257, beginning of chapter 10 thru 10.5.3; 264 - 270, 10.5 thru end of chapter 10. <b>ONLINE READING:</b> de Bary 349 - 351, "Dedication to the Lotus" and "Condemnation of Honen" (total: 38 pp).</p>
<b>Week 13:</b> <b>Apr 18 - 24</b>	<p><b>View:</b> Marathon Monks of Mt Hiei</p> <p><b>ASSIGNMENT:</b> LAST journal entry #8 on weeks 12 and 13.</p>
<b>Buddhism in the West</b>	

<b>Week 14:</b> <b>Apr 25 - May 1</b>	<b>Read:</b> Strong all of chapter 10. ONLINE READING: Williams/Queen 71- 84 (total: 37 pp)
	<b>ASSIGNMENT:</b> Send an email letting me know what your choice is for the last essay by May 1st. You will watch any movie/TV show/or special report OR visit a Buddhist temple in the area, and write an essay regarding Buddhism in the West or in pop culture. Please see the "Choices" sheet on Moodle. If you want to do something not on the list, you must email me first with your suggestion and for my approval. Don't forget to read the complete essay prompt on Moodle. This is due May 8th, before 11:55 pm.
<b>WEEK 15</b> <b>May 2 - 8</b>	Don't forget to turn in your final essay this week.
<b>WEEK 16</b> <b>May 9-15</b>	<p><b>Take the final vocabulary quiz anytime before 11:55 pm May 15.</b></p> <p><b>Make sure you have double checked all your points and work for the semester.</b></p> <p>Make sure you continue checking your emails from me in case there is something missing or I have questions for you. I will send out a final general email telling you when I am submitting grades and that will be the last time you can clarify what your grade is before I finalize them.</p>