

RLGN 153 / ETHS 153 / CHIN 253: INTRODUCING CHINESE RELIGIONS

中華宗教

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FALL SEMESTER 2016
Class Schedule: Tue/Thu 11:30 AM – 12:45 PM (Crawford 11A)
Office Hours: Tue/Thu 1:00-2:00 PM / by appointment

ONLINE COURSE WEBSITE

<http://www.jonathantan.org/RLGN153/>

Please bookmark and visit the online course website regularly for announcements, links to online readings, etc.

I. COURSE DESCRIPTION & OBJECTIVES

This course surveys the three principal religious traditions of China – the Confucian, Daoist, and Chinese Buddhist traditions, as well as introduces students to historic Chinese Christianity and Islam. Emerging during the Warring States period in China's history (403-221 B.C.E.), the Confucian and Daoist traditions provide many of the foundational assumptions about humanity and the world within the Chinese, Japanese, Korean, and Vietnamese cultures and worldviews of East Asia. As the world's first global missionary religion, Buddhism travelled from India to China, joining the two great missionary religions of Christianity and Islam along the Silk Road as they journeyed across Central Asia to East Asia. Having crossed geographical borders and socio-cultural boundaries when they arrived in China, Buddhism, Christianity, and Islam were transformed and enriched by their mutual encounters and engagements with the indigenous Confucian and Daoist traditions, giving rise to uniquely Chinese Buddhist, Christian and Islamic traditions. For example, the emergence of Pure Land Buddhism and Chan (Zen) Buddhism in China represent the fruits of Indian Buddhism's interreligious encounters with the Confucian and Daoist traditions.

Through a combination of assigned print and online readings, video clips and documentaries, class discussions, and written assignments, students explore the origins and historical developments, principal thinkers, central religious and doctrinal themes, ethics, spirituality, popular devotions, social movements, and contemporary developments of the Chinese religions. Students will consider the wider social, cultural, ethical, economic and political dimensions of the Chinese religions in general, and themes of community, identity constructions, personal experiences, movements, as well as their socio-cultural reproductions in contemporary China.

Attention will be given to the challenges and rewards of understanding and engaging with the symbolic universe, as well as the socio-cultural and religious worldviews of religious traditions other than the students' own in an age of religious pluralism. Students are encouraged to explore and compare the convergences and divergences between the "European" or "Western" (specifically "Christian") worldview(s) with those of the Chinese religious traditions, as well as critically consider how the missionary religions of Buddhism, Christianity and Islam are acculturated into the Chinese religious landscape.

By the end of this course, students would have developed the ability to read critically, think analytically, as well as formulate basic explications, careful comparisons, reasoned critiques, constructive analysis and evaluation of the broader social, cultural, ethical, economic and political dimensions emerging from Chinese religions generally, the themes of community, identity formation and constructions, personal experiences, social movements within these Chinese religions, the revivals of these Chinese religions in contemporary China and their contemporary significance and long term global and transnational implications in China and across the global Chinese diaspora, as well as the future of Chinese religions' encounter with other world religions.

Beyond this introductory level course, students who are interested to explore specific aspects of Chinese religions are encouraged to take these courses when they are offered by the instructor in future semesters:

- **RLGN 307 Body, Health, & Medicine in Chinese Religions** 中華身體健康與醫藥
- **RLGN 316 Christianity in China** 中國天主教與基督教

子曰「學而不思則罔 思而不學則殆。」

The Master says: "Learning without thinking is a waste of time, Thinking without learning is dangerous"
(Lunyu 論語 2:15).

II. COURSE PROCEDURES & REQUIREMENTS

1. Organizational Structure and Procedures of Class Discussion

- (i) Unless otherwise indicated in the Weekly Schedule/Readings, all class sessions will be held in the seminar/discussion format according to the following procedures:
- Each session will begin with a 5-10 minute presentation by a student presenter summarizing the salient facts, principal ideas, key players, and/or important events that are discussed in the required reading(s) assigned for the day.
 - For this purpose, student presenters are required to prepare a **one-page handout** summarizing the key points of the presentation (bullet points are acceptable) to be distributed to all students and the instructor. Each class presentation (oral presentation & presentation handout) will be evaluated on the following criteria:
 - evidence of engagement with assigned reading(s);
 - potential for stimulating discussion;
 - accuracy; and
 - depth of analysis.
- (ii) For the remainder of the class, the instructor will moderate a discussion and analysis of the materials and relevant issues among the students.

2. Active Class Participation

This course is structured around active student participation and in-depth engagement in critical discussions of assigned readings in a seminar setting. To prepare for each class, all students (except for the student presenter) are asked to prepare beforehand and bring to class a **typed and printed one-page summary (NB: No handwritten summaries, please!)** with the following:

- 2 or 3 insights that they have gleaned from the assigned reading(s) [bullet points are acceptable];
- 2 or 3 questions arising from the reading(s) for class discussion.

These insights and questions, as well as actively listening, asking questions, making relevant critical responses, and engaging in discussions will comprise active class participation for grading purposes. The instructor will collect these sheets from the students after each class. Students are reminded to include their name and student ID in their submissions. Because these insights and questions serve as a stimulus for class discussion, **they cannot be made up later (i.e., after the class session has been concluded)**. Students who attend class without bringing their insights and questions will only receive **50%** of the allocation for class participation for that day.

3. Completion of Requirements for Each Class Session

As the primary format of this course is seminar discussion, it is imperative that students complete all reading assignments before class, as well as attend and participate at all class sessions. Students are expected to do all the required readings assigned for every class before coming to class on that day, and encouraged to explore the "Recommended Resources," which complement the required readings and provide additional discussion for those who are interested to explore further.

4. Class Attendance

Class attendance is required of every student enrolled in this course. A **1% point** will be deducted for each class you miss without excuse. Excuses will be accepted only for grave emergency situations (e.g., major illness with proper written documentation, death in family) or university-approved activities off-campus, to be reported to the instructor through a Dean and only at the instructor's discretion. Every two late arrivals will count as an unexcused absence and a 1% point will be deducted accordingly. Please note that **any student with three or more unexcused absences will receive a grade of F for this course.**

5. Assignments

5.1 Assignment #1: Short Critical Reflection Papers

Three short critical reflection papers (**about 1,000-1,500 words**) on the following topic:

- (a) **Studying Chinese Religions:** Why am I interested to study Chinese Religions?
- (b) **A Dialogue with Master Kong 孔子:** Compare and contrast the worldview and ethical teachings of Master Kong 孔子 (Confucius) with your own ethical worldview
- (c) **A Dialogue with Classical Daoist Philosophy 道學:** Does the classical Daoist philosophy of the Daodejing 道德經 and Zhuangzi 莊子 have any relevance for the contemporary U.S. society?

DEADLINES:

Please note the following deadlines:

- (a) **Studying Chinese Religions:** by 5:00 PM on **September 5, 2016**
- (b) **A Dialogue with Master Kong:** by 5:00 PM on **September 23, 2016**
- (c) **Dialogue with Classical Daoist Philosophy:** by 5:00 PM on **October 14, 2016**

Please email your paper (PDF preferred) to jonathan.tan@case.edu

5.2 Research Paper

Write a research paper on any one of the topics listed below with the prior approval of the instructor. Possible research paper topics include the following:

- (a) an issue or topic in Confucian or Daoist philosophy or ethics (e.g., gender ethics, political ethics, etc.);
- (b) historical developments of Confucianism or Daoism in China, Japan, Korea, or Vietnam;
- (c) any historical or contemporary aspect of Chinese Christianity or Chinese Islam;
- (d) a topic or issue in Daoist practice (e.g., divination/fengshui, taiji, qigong, body and health, traditional Chinese medicine, acupuncture, meditation, alchemic practices, sexuality, art, architecture, etc.);
- (e) a topic or issue in Chinese popular religion in China or the global Chinese diaspora (e.g., the contemporary practice of Chinese popular religion among Chinese Americans);
- (f) an issue or topic on gender relations in Confucian or Daoist thought;
- (g) a discussion of an historical or contemporary aspect of Daoist institutions (e.g., Celestial Masters 天師 or Quanzhen 全真 institutions);
- (h) Daoist millennial or reform movements;
- (i) an issue pertaining to contemporary Confucian, Daoist, or Chinese Buddhist practices in today's world;
- (j) Confucian, Daoist, Buddhist, Christian or Islamic revivals in contemporary China;
- (k) the relevance, applicability, or implications of specific Confucian or Daoist teachings or practices in resolving a specific global problem or dilemma (e.g., ecology/environment), or addressing: (i) educational, political, economic, environmental/ecological, ethical systems or global issues arising within these systems, (ii) contemporary social, cultural, or political institutions;
- (l) the contemporary practice of Confucian, Daoist or Chinese Buddhist traditions in a country outside China (e.g., among the Chinese diasporic communities in Southeast Asia, Europe, or North America);
- (m) the history, contemporary developments or future directions of an aspect of Confucian, Daoist or Chinese Buddhist tradition in North America;
- (n) a comparative study of a topic in Confucian-Buddhist or Daoist-Buddhist philosophy; or
- (o) a topic within Chinese religions with the approval of the instructor.

This project comprises two parts:

(i) Research Proposal:

a 2-page proposal of your research paper, which should include a research question, thesis statement, outline of your approach, the theories, approaches, and methods you plan to use, expected/anticipated outcome(s), and your initial bibliography of readings and other primary and secondary sources that are relevant to your research project.

Deadline: Your research proposal is due by 5:00 PM on **Friday, September 30, 2016**

(ii) Research Paper

A 10-15 pages for undergraduate credit or 15-20 pages for graduate (masters) credit

DEADLINES:

Draft Paper is due by 5:00 PM on **November 11, 2016**

Final Paper (incorporating all revisions, etc.) is due by 5:00 PM on **December 9, 2016**

5.3 Research Resources & Assistance

This research paper should consist of sustained investigation of a topic, issue, or question that demonstrates the student's engagement with primary sources and secondary literature. Students are expected to carry out further research beyond the assigned textbooks/readings that are discussed in class using the academic resources on the library website: <http://library.case.edu/ksl/collections/> – especially the electronic databases (e.g., **Academic Search Complete, ATLA Religion Database with ATLA Serials, JSTOR, Project MUSE, OCLC FirstSearch, Ohiolink, WorldCat**, etc.). If you need help doing research in religion for this paper, please make an appointment for consultation with KSL Religion Librarian, **Dr. Mark Eddy**: mmxe37@case.edu

5.4 Formatting

All papers should be typed in 12-point font, double-spaced, printed with a 1-inch margin on all 4 sides, paginated in the footer and your name and student ID in the header on every page. Please check the spelling and grammar before submission.

5.5 Citation

Please cite all your sources that you consulted or quoted in your papers. The citation style is open (MLA, APA, Chicago/Turabian, etc), so long as you are consistent. Please include a bibliography at the end of your paper. Please visit the Writing Resource Center (<http://www.case.edu/writing/writingcenter.html>) if you need any assistance in writing.

5.6 Late Submission

All submissions that are 1-5 days late will automatically receive a full letter grade reduction. Please be warned that the instructor **will not accept any submission that is more than five (5) days late**, and will accordingly **assign a zero for non-submission**.

5.7 Consolidated Deadlines List:

September 5, 2016 – Reflection Paper #1: Studying Chinese Religions

September 23, 2016 – Reflection Paper #2: Dialogue with Master Kong

September 30, 2016 – Research Paper Proposal

October 14, 2016 – Reflection Paper #3: Dialogue with Classical Daoist Philosophy

November 11, 2016 – Research Paper Draft

December 9, 2016 – Final Research Paper

All submissions are due by 5:00 PM on the abovestated deadlines. Please email your papers (PDF preferred) to jonathan.tan@case.edu

6. **Safe Space**

While we recognize that students come from diverse backgrounds with different life experiences, this course seeks to provide a safe space to engage in fruitful conversations and dialogue among students on issues of

race, race relations, religion and race, etc., as they pertain to the subject matter of this course. Hence, all class participation should be *respectful*. Racist, sexist, homophobic, misogynistic, and other discriminatory remarks are unacceptable and would not be tolerated because of the sensitive subject matter on religion, race, ethnicity, culture, and identity constructions that we will discuss in this course. Students who violate this provision will be asked to leave and be counted as absent for that class.

7. Fairness Provisions

Every student must complete all the requirements of this course in order to receive a passing grade. The final grade for each student will be carefully determined according to the requirements specified in this syllabus. The final grade is absolutely final and will not be changed. If you are struggling in this course or not performing to expectations, please arrange to meet with the instructor as soon as possible to discuss strategies for improving one's grades. In fairness to all students, no extra credit or additional assignments will be assigned, over and above the requirements stated in this syllabus, to improve one's grades.

8. Academic Integrity

CWRU's Academic Integrity Policy: <http://students.case.edu/groups/aiboard/policy.html>

The instructor will strictly enforce the university's rules and regulations on proper academic conduct, including the university policy on academic integrity. Please be warned that there is a zero tolerance policy on academic dishonesty in this course. The instructor expects all work that appears under the student's name to be that student's own, and will follow up on evidence that a student has contravened the university's regulations on academic integrity. If an incident of academic dishonesty is established, the student will be subjected to the sanctions specified in CWRU's Academic Integrity Policy.

III. GRADE COMPUTATION

1. Class Presentations (oral presentations & presentation handouts)	10%
2. Active Class Participation (insights & questions, active listening & discussion)	10%
3. Short Critical Reflection Papers: 10% x 3	30%
4. Research Paper Proposal	10%
5. Draft Research Paper	20%
6. Final Research Paper	20%
TOTAL	100%

IV. READINGS

The following books are required for this course. As they are **not available** at the campus bookstore, please order them through these Amazon links below, via the course website (www.jonathantan.org/RLGN153/) or other online or brick-and-mortar sources. Do take advantage of the availability of cheap/low cost used copies of these titles on Amazon - click on the "**Other Sellers**" tab:

- Mario Poceski, [Introducing Chinese Religions](#) (Routledge, 2009)
- William Theodore de Bary & Irene Bloom, eds., [Sources of Chinese Tradition: From Earliest Time to 1600: Volume I](#) (Columbia University Press, 1999)
- Livia Kohn, [Daoism and Chinese Culture](#) (Three Pines Press, 2001)

Additional required readings and resources, fulltexts of primary sources, class outlines, slides and handouts, video clips and commentaries, and various recommended resources are available at the course website: www.jonathantan.org/RLGN153/

V. COURSE SCHEDULE

Aug 30: Welcome and Introduction to the Course

No student presentation today



Sep 1: Introducing Chinese Religions

Watch: "A Question of Balance" (BBC) -- <https://www.youtube.com/watch?v=URC4RoLdNJ8>

Readings:

- "Chinese Religions" (New Catholic Encyclopedia): <http://www.jonathantan.org/essays/Chinese-NCE-Religions.pdf>
- "Chinese Philosophy" (New Catholic Encyclopedia): <http://www.jonathantan.org/essays/Chinese-NCE-Philosophy.pdf>
- Yin 陰 & Yang 陽: <http://www.friesian.com/yinyang.htm>

No Student Presentation Today

REMINDER: Reflection Paper #1 – due by 5:00 PM on MONDAY, SEPTEMBER 5.

Sep 6: All Under Heaven 天下一家

Readings:

- Poceski, pp. 1-7
- Historic Maps of China: <http://www.jonathantan.org/handouts2/c01-ancientchinamap.pdf>
- Oracle Bones & their Inscriptions: <http://www.jonathantan.org/handouts2/c02-jiagu.pdf>
- China – Prehistoric & Historic Timelines: <http://www.jonathantan.org/handouts2/c03-ancientchinatimeline.pdf>
- "Outburst flood at 1920 BCE supports historicity of China's Great Flood and the Xia dynasty" (*Science*, 5 August 2016): <http://science.sciencemag.org/content/353/6299/579>

No Student Presentation Today

Additional Resources:

Powerpoint slide show: <http://www.jonathantan.org/slideshows/chinese.pps>

Class Outlines:

- <http://www.jonathantan.org/handouts/chinese/Chinese-H01-Timeline.pdf>
- <http://www.jonathantan.org/handouts/chinese/Chinese-A01-Ancient.pdf>

For Further Reading:

- On the Chinese language: <http://www.omniglot.com/chinese/index.htm>

Sep 8: Prehistoric Chinese Religions

Readings:

- Poceski, pp. 8-19
- de Bary & Bloom, pp. 3-23

Student Presenter: _____

Additional Resources:

Class Outlines:

- <http://www.jonathantan.org/handouts/chinese/Chinese-B01-Prehistoric.pdf>
- <http://www.jonathantan.org/handouts/chinese/Chinese-H01-Timeline.pdf>

For Further Reading:

Juha Janhunen, "Tracing the Bear Myth in Northeast Asia," *Acta Slavica Iaponica* 20 (2003):1-24

Link: <http://www.jonathantan.org/handouts/chinese/Chinese-G003-Bear%20Cult.pdf>

Sep 13: Religious Thought in the Zhou 周 Dynasty

Readings:

- Poceski, pp. 19-32
- de Bary & Bloom, pp. 24-40

Student Presenter: _____

Additional Resources:

- Class Outline: <http://www.jonathantan.org/handouts/chinese/Chinese-B02-Zhou.pdf>



Sep 15: Classical Confucian Ethics I: Kongzi/Confucius (孔子, 551-478 BCE)

Readings:

- Poceski, pp. 34-42
- de Bary & Bloom, pp. 41-44

Student Presenter: _____

Additional Resources:

- Class Outline: <http://www.jonathantan.org/handouts/chinese/Chinese-A02-Kongzi.pdf>

For Further Reading:

- Confucius (NCE): <http://www.jonathantan.org/essays/Chinese-NCE-Kongzi.pdf>
- Confucianism (NCE): <http://www.jonathantan.org/essays/Chinese-NCE-Confucianism.pdf>

Sep 20: Confucian Ethics, I: The Worldview of Kongzi/Confucius (孔子, 551-478 BCE)

Reading:

Fingarette, *Confucius: The Secular as Sacred*, chapters 1 & 2:

http://faculty.smcm.edu/jwschroeder/Asian_Religions_2015/textdownloads_files/Confucius%20chp1%262.pdf

Student Presenter: _____

For Further Reading:

- Confucius (Stanford Encyclopedia of Philosophy): <http://plato.stanford.edu/entries/confucius/>

Sep 22: Classical Confucian Ethics, I: Kongzi 孔子 and the Analects/Lunyu 論語

Readings:

- Poceski, pp. 42-50
- de Bary & Bloom, pp. 44-63

NB: You may also wish to consult the bilingual Chinese-English fulltext of the Lunyu with a contemporary English translation by A. Charles Muller: <http://www.acmuller.net/con-dao/analects.html>

Student Presenter: _____

Additional Resources:

- Class Outline: <http://www.jonathantan.org/handouts/chinese/Chinese-B03-Lunyu.pdf>

Fulltexts of the Lunyu:

Bilingual Chinese-English (A. Charles Muller): <http://www.acmuller.net/con-dao/analects.html>

Bilingual Chinese-English (James Legge): <http://ctext.org/analects>

Latin translation by P. Angelo Zottoli, S.J. (1879):

<http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/pedagogy/latinitas/kung/k1.htm>

REMINDER: Reflection Paper #2 – due by 5:00 PM on FRIDAY, SEPTEMBER 23.

**Sep 27: Classical Confucian Ethics, II: Mengzi/Mencius (孟子, c. 372-289 BCE)****Readings:**

- Poceski, pp. 50-52
- de Bary & Bloom, pp. 112-158

NB: You may also wish to consult the bilingual Chinese-English fulltext of the Mengzi with a contemporary English translation by A. Charles Muller: <http://www.acmuller.net/con-dao/mencius.html>

Student Presenter: _____

Additional Resources:**Class Outlines:**

- <http://www.jonathantan.org/handouts/chinese/Chinese-A03-Mengzi.pdf>
- <http://www.jonathantan.org/handouts/chinese/Chinese-H02-Mengzi.pdf>

Fulltexts of Mengzi:

- Bilingual Chinese-English (A. Charles Muller): <http://www.acmuller.net/con-dao/mencius.html>
- Bilingual Chinese-English (James Legge): <http://ctext.org/mengzi>

Fulltexts of Other Confucian Books:

- The Great Learning (Daxue 大學): <http://www.acmuller.net/con-dao/greatlearning.html>
- The Doctrine of the Mean (Zhongyong 中庸): <http://www.acmuller.net/con-dao/docofmean.html>
- Outline: <http://www.jonathantan.org/handouts/chinese/Chinese-B04-ZhongyongDaxue.pdf>

For Further Reading:

- Mencius (Stanford Encyclopedia of Philosophy): <http://plato.stanford.edu/entries/mencius/>

Sep 29: Classical Confucian Ethics, III: Xunzi (荀子, c. 298-238 BCE)**Readings:**

- Poceski, pp. 52-58
- de Bary & Bloom, pp. 159-183

Student Presenter: _____

Additional Resources:

- **Class Outline:** <http://www.jonathantan.org/handouts/chinese/Chinese-B05-Xunzi.pdf>

- **Fulltext of Xunzi:** Bilingual Chinese-English (James Legge): <http://ctext.org/xunzi>

For Further Reading:

- Xunzi (Stanford Encyclopedia of Philosophy): <http://plato.stanford.edu/entries/xunzi/>

REMINDER: Research Proposal – due by 5:00 PM on FRIDAY, SEPTEMBER 30.



Oct 4: Classical Daoist Ethics, I: Laozi 老子 and his worldview

Readings:

- Poceski, pp. 60-67
- Kohn, pp. 15-25
- “The Tao of Star Wars”: <http://www.beliefnet.com/faiths/taoism/the-tao-of-star-wars.aspx>

Student Presenter: _____

Additional Resources:

- **Class Outline:** <http://www.jonathantan.org/handouts/chinese/Chinese-B06-Laozi.pdf>

For Further Reading:

- Laozi (Stanford Encyclopedia of Philosophy): <http://plato.stanford.edu/entries/laozi/>
- Daoism (Stanford Encyclopedia of Philosophy): <http://plato.stanford.edu/entries/daoism/>
- Laozi (New Catholic Encyclopedia): <http://www.jonathantan.org/essays/Chinese-NCE-Laozi.pdf>
- Daoism (New Catholic Encyclopedia): <http://www.jonathantan.org/essays/Chinese-NCE-Daoism.pdf>

Oct 6: Classical Daoist Ethics, I: Laozi 老子 and the Daodejing 道德經

Readings:

- David Loy, “Wei-wu-wei: Nondual action”: <http://ccbs.ntu.edu.tw/FULLTEXT/JR-PHIL/loy3.htm>
- de Bary & Bloom, pp. 77-79, 79-94

NB: You may also wish to consult the bilingual Chinese-English fulltext of the canonical version of the Daodejing (by Wangbi 王弼) with a contemporary English translation by A. Charles Muller: <http://www.acmuller.net/con-dao/daodejing.html>

Student Presenter: _____

Additional Resources:

Class Outlines:

- <http://www.jonathantan.org/handouts/chinese/Chinese-A04-Laozi.pdf>
- <http://www.jonathantan.org/handouts/chinese/Chinese-H03-Daodejing.pdf>

Fulltexts of Daodejing:

- Bilingual Chinese-English (canonical/Wangbi 王弼, tr. A.C. Muller): <http://www.acmuller.net/con-dao/daodejing.html>
- Bilingual Chinese-English (canonical/Wangbi 王弼, tr. J. Legge): <http://ctext.org/dao-de-jing>

- Mawangdui 馬王堆 Texts A+B (Chinese only): <http://www.tao-te-king.org/mawangdui-neu.htm>
- Guodian 郭店 (Chinese only): <http://www.tao-te-king.org/Guo%20dian.htm>



Oct 11: Classical Daoist Ethics, II: Zhuangzi 莊子 (369-286 BCE)

Readings:

- Poceski, pp. 67-70
- de Bary & Bloom, 95-111
- From Zhuangzi, ch. 2: “Three in the Morning/Keeper and Monkeys” (2:6), “Beauty of Mao Qiang and Li Ji” (2:11), and “Zhuangzi’s Dream (Butterfly)” (2:14): <http://ctext.org/zhuangzi/adjustment-of-controversies>
- From Zhuangzi, ch. 3: “Cook Ding and Duke Wenhui” (3:2): <http://ctext.org/zhuangzi/nourishing-the-lord-of-life>
- From Zhuangzi, ch. 12: “immortality of the sage” (12:6) and “nature and reality of Dao” (12:8): <http://ctext.org/zhuangzi/heaven-and-earth>
- From Zhuangzi, ch. 13: “Duke Huan and Wheelwright Bian” (13:9b): <http://ctext.org/zhuangzi/tian-dao>
- From Zhuangzi, ch. 17: “Sacred or Living Tortoise?” (17:11): <http://ctext.org/zhuangzi/floods-of-autumn>
- From Zhuangzi, ch. 18: “Zhuangzi’s Wife” (18:2) <http://ctext.org/zhuangzi/perfect-enjoyment>

Student Presenter: _____

Additional Resources:

Class Outlines:

- <http://www.jonathantan.org/handouts/chinese/Chinese-A05-Zhuangzi.pdf>
- <http://www.jonathantan.org/handouts/chinese/Chinese-H04-Zhuangzi.pdf>

Fulltexts of Zhuangzi:

- Bilingual Chinese-English (tr. James Legge): <http://ctext.org/zhuangzi>
- English translation by Burton Watson: <http://terebess.hu/english/chuangtzu.html>
- Selections translated by Patricia Ebrey: <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chuangtz.html>

For Further Reading:

- Zhuangzi (Stanford Encyclopedia of Philosophy): <http://plato.stanford.edu/entries/zhuangzi/>



Diamond Sutra (868 CE) (World’s Oldest Printed Work)

Oct 13: Introduction to Buddhism

Readings:

- “Buddha” (Stanford Encyclopedia of Philosophy): <http://plato.stanford.edu/entries/buddha/>
- de Bary & Bloom, pp. 415-420

Student Presenter: _____

Additional Resources:

PowerPoint Slideshow: <http://www.jonathantan.org/slideshows/sakyamuni.pps>

Class Outlines:

- <http://www.jonathantan.org/handouts/buddhism/Buddhism-H01-Summary.pdf>
- <http://www.jonathantan.org/handouts/buddhism/Buddhism-A01-Four.pdf>
- <http://www.jonathantan.org/handouts/buddhism/Buddhism-A02-Anatta.pdf>
- <http://www.jonathantan.org/handouts/buddhism/Buddhism-A03-Eightfold.pdf>
- <http://www.jonathantan.org/handouts/buddhism/Buddhism-A04-Mahayana.pdf>
- <http://www.jonathantan.org/handouts/buddhism/Buddhism-H02-Dependent.pdf>
- <http://www.jonathantan.org/handouts/buddhism/Buddhism-H03-Skandhas.pdf>
- <http://www.jonathantan.org/handouts/buddhism/Buddhism-H05-Practitioner.pdf>
- <http://www.jonathantan.org/handouts/buddhism/Buddhism-H06-Tibetan.pdf>

Video Documentary:

“Footprint of the Buddha” (“The Long Search,” episode 2 [BBC, 1977])

<https://www.youtube.com/watch?v=wMtr9yI5tgo> or <https://www.youtube.com/watch?v=i9Hw71jXbCU>

For Further Reading:

Essays by Prof. David Loy:

- “The Suffering of Self”: <http://www.jonathantan.org/handouts/buddhism/Loy-Suffering.pdf>
- “The Problem with Karma” <http://www.jonathantan.org/handouts/buddhism/Loy-Karma.pdf>
- “The Three Poisons, Institutionalized” <http://www.jonathantan.org/handouts/buddhism/Loy-Poisons.pdf>

REMINDER: Reflection Paper #3 – due by 5:00 PM on FRIDAY, OCTOBER 14.

Oct 18: Transmission of Buddhism from India to China

Readings:

- Poceski, ch. 5
- de Bary & Bloom, pp. 420-432
- “Buddha’s Caves” (New York Times, 6 Jul 2008): <http://www.nytimes.com/2008/07/06/arts/design/06cott.html>
- Slideshow: “The Caves of Dunhuang” (New York Times):
http://www.nytimes.com/slideshow/2008/07/06/arts/0706-COTT_index.html

Student Presenter: _____

Additional Resources:

- **Map:** <http://www.jonathantan.org/images/buddhism/buddhism-map.jpg>
- **Class Outline:** <http://www.jonathantan.org/handouts/buddhism/Buddhism-H07-China.pdf>

Videos of Chinese Buddhism:

- Chinese Buddhist Morning Ceremony 佛教早課: <https://www.youtube.com/watch?v=TFUkjYGc6OM>
- Chinese Buddhist Evening Ceremony 佛教晚課大悲咒: <https://www.youtube.com/watch?v=BwOWxVnJPkg>
- Jade Buddha Temple 玉佛禪寺 (Shanghai): https://www.youtube.com/watch?v=n4Oq_o5BIY
- Fo Guang Shan 佛光山 Monastery (Taiwan): <https://www.youtube.com/watch?v=dupbuPvYke4>

For Further Reading:

- Sanlun 三論 Buddhism: de Bary & Bloom, pp. 436-440
- Faxiang 法相 Buddhism: de Bary & Bloom, pp. 440-444
- Tiantai 天台 Buddhism: Poceski, pp. 150-152; de Bary & Bloom, pp. 444-471
- Huayan 華嚴 Buddhism: Poceski, pp. 152-154; de Bary & Bloom, pp. 471-476



Amitabha's Pure Land (Sukhavati)

Oct 20: Pure Land 淨土宗 Buddhism

Readings:

- Poceski, pp. 158-161
- de Bary & Bloom, 481-491

Student Presenter: _____

Class Outline:

- Pure Land Buddhism in China: <http://www.jonathantan.org/handouts/buddhism/Buddhism-H08-jingtu.pdf>

Video – Amitabha Song: <https://www.youtube.com/watch?v=gtOIT-VvmsI>

Fulltexts of the Pure Land Sutra:

Longer: Immeasurable Life Sutra 無量壽經: http://www.acmuller.net/bud-canon/sutra_of_immeasurable_life.html

Shorter: Amitabha Sutra 阿彌陀經: <http://www.acmuller.net/bud-canon/amidakyo.html>

Resources on Pure Land Buddhism: <http://www.pitaka.ch/shinshu.htm#biblio>

Oct 25: No Class – Fall Break

Oct 27: Chan (Zen) 禪宗 Buddhism

Readings:

- Poceski, pp. 155-158
- Chan Buddhism (Stanford Encyclopedia of Philosophy): <http://plato.stanford.edu/entries/buddhism-chan/>
- de Bary & Bloom, 491-529

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Class Outline: <http://www.jonathantan.org/handouts/buddhism/Buddhism-H09-chan.pdf>

Video Documentary:

“The Land of the Disappearing Buddha” (“The Long Search,” Episode 9 [BBC 1977])

- Link 1: <https://www.youtube.com/watch?v=aB6l9biDm-M>
- Link 2: https://www.youtube.com/watch?v=UjLxytH_5O4
- Link 3: <https://www.youtube.com/watch?v=G6KyQlo9Q7M>

Videos of Zen Buddhism:

- The Zen Mind: https://www.youtube.com/watch?v=XK_4Z5DZcNM
- Zazen (sitting meditation): <https://www.youtube.com/watch?v=3rh8Fc3ecd8>
- A Day in the Life of a Zen Monk: https://www.youtube.com/watch?v=6pIIQ_-ZxEA

Fulltext:

Platform Sutra of the Sixth Patriarch (translated by Philip Yampolsky (1967):
<http://www.jonathantan.org/handouts/buddhism/Buddhism-S002aa-PlatformSutra.pdf>

Resources on Chan/Zen 禪宗 Buddhism:

Zensite: <http://www.thezensite.com/index.html>



Assyrian Stele 大秦景教流行中國碑 (781 CE)

Nov 1: Christianity in China

Readings:

- Poceski, pp. 213-226
- "Historic Christian site found in China" (UCA News, 17 January 2014)
<http://www.ucanews.com/news/historic-christian-site-found-in-china/70104>
- "Did Christianity Thrive in China?" (*U.S. News & World Report*, 5 March 2001)
<http://www.jonathantan.org/handouts2/c04-chinajingjiao01-usnwr.pdf>
- "Ruins of an Old Christian Church on Lao-tzu's Turf" (*New York Times*, 24 February 2002)
<http://www.jonathantan.org/handouts2/c05-chinajingjiao02-nyt.pdf>
- "Faith in Shangri-La: Catholicism Maintains a Hold in China's Tibetan Communities" (Washington Post, 4 December 2000): <http://www.jonathantan.org/handouts2/c06-chinatibetcatholicism-wp.pdf>

Student Presenter: _____



Huaisheng Mosque 懷聖寺 (Guangzhou, circa 700s CE)

Nov 3: Islam in China

Readings:

- Poceski, pp. 226-237
- “Female Imams Blaze Trail Amid China’s Muslims” (*NPR All Things Considered*, 21 July 2010): <http://www.npr.org/2010/07/21/128628514/female-imams-blaze-trail-amid-chinas-muslims>
- “Why does China have women-only mosques?” (*BBC News*, 23 February 2016) <http://www.bbc.com/news/magazine-35629565>
- “Prayers for a Mosque: Muslims in Chengdu Fight to Save Their Heritage” (*Washington Post*, 19 Nov 1998) <http://www.jonathantan.org/handouts2/c07-chinaislam-wp.pdf>

Student Presenter: _____

Videos of Chinese Islam:

Tarawih (Ramadan night) Prayers in Mandarin and Arabic at the Great Mosque of Beijing (Niujié Mosque 牛街禮拜寺): https://www.youtube.com/watch?v=y3cW8xKZ7_U

Nov 8: The Celestial Masters/Tianshi 天師 and the Emergence of Religious Daoism 道教

Readings:

- Poceski, pp. 70-75
- Kohn, pp. 43-48, 65-80
- de Bary & Bloom, pp. 392-399, 400-402, 406-410
- Ian Johnson, “Reconstructing Taoism’s Transformation in China” (*New York Times*, 8 August 2016) <http://www.nytimes.com/2016/08/09/world/asia/china-taoism-terry-kleeman.html>

Student Presenter: _____

Additional Resources:

Class Outline: <http://www.jonathantan.org/handouts/chinese/Chinese-B07-Tianshi.pdf>

Video Clip – Funeral Ritual of Religious Daoism 道教 performed by the Celestial Masters 天師 (excerpt from “A Question of Balance” – The Long Search, episode 11, BBC 1977):

<https://www.youtube.com/watch?v=URC4RoLdNJ8&feature=youtu.be&t=35m31s>

Nov 10: The Shangqing 上清 Tradition of Mystical Daoism

Readings:

- Poceski, 83-95
- Kohn, pp. 87-94
- de Bary & Bloom, pp. 402-406

Student Presenter: _____

Additional Resources:

● **Class Outline:** <http://www.jonathantan.org/handouts/chinese/Chinese-B08-Shangqing.pdf>

REMINDER: Draft Research Paper – due by 5:00 PM on FRIDAY, NOVEMBER 11.



Nov 15: Daoist Alchemy and the Quest for Immortality – External Alchemy 外丹 & Internal Alchemy 內丹

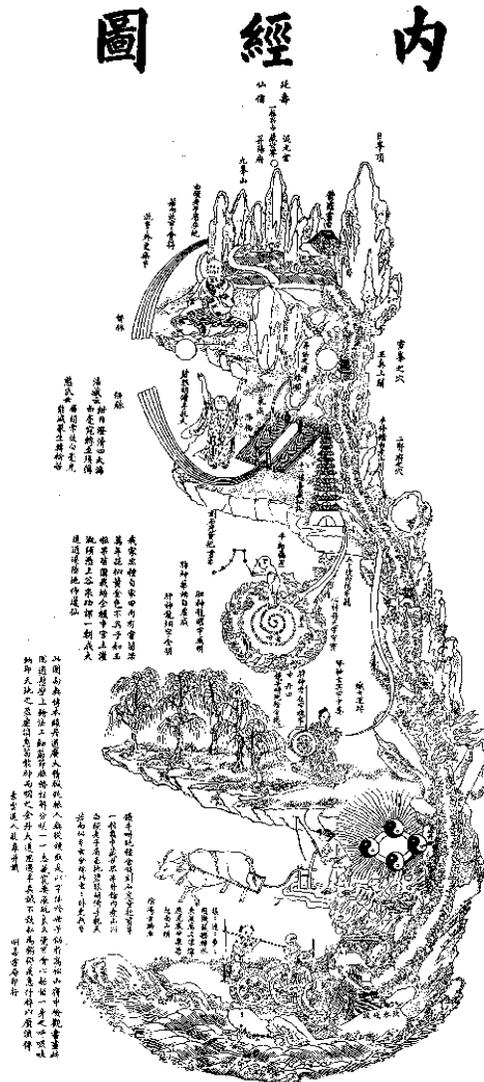
Readings:

- Poceski, pp. 75-81, 105-110
- Kohn, pp. 49-58, 83-86, 145-149, 174-178
- de Bary & Bloom, pp. 399-400

Student Presenter: _____

Additional Resources:

- Class Outline: <http://www.jonathantan.org/handouts/chinese/Chinese-B09-alchemy.pdf>



Nov 17: Magical Daoism: Spells, Talismans 符, Spirit-Writing 扶箕, Divination 占卜, Deities 神 & Immortals 仙

Readings:

- Kohn, pp. 43-47, 136-144, 149-152, 182-185, 62-65, 178-181
- "3 Things Matter: Location, Location and Feng Shui" (*New York Times*, 27 January 1997)
<http://www.nytimes.com/1997/01/27/world/3-things-matter-location-location-and-feng-shui.html>
- "The Feng Shui Kingdom" (*New York Times*, 25 April 2005)
<http://www.nytimes.com/2005/04/25/business/worldbusiness/the-feng-shui-kingdom.html>
- de Bary & Bloom, pp. 410-412

Student Presenter: _____

Additional Resources:

Class Outlines:

- **Overview of Magical Daoism:** <http://www.jonathantan.org/handouts/chinese/Chinese-B10-MagicalDaoism.pdf>
- **Divination 占卜:** <http://www.jonathantan.org/handouts/chinese/Chinese-B11-Divination.pdf>
- **Deities神 & Immortals 仙:** <http://www.jonathantan.org/handouts/chinese/Chinese-B12-Deities.pdf>

PowerPoint Slideshow: Daoist Deities & Immortals: http://www.jonathantan.org/slideshows/Daoist_Deities.pps

Video Clips:

Daoist Spirit-Writing 扶箕 (excerpt from “A Question of Balance” (BBC The Long Search, episode 11):
<https://www.youtube.com/watch?v=URC4RoLdNJ8&feature=youtu.be&t=16m26s>

Nov 22 – No Class. Professor at the American Academy of Religion conference

Nov 24 – No Class. Thanksgiving Break.



Eight Immortals 八仙

Nov 29: Chinese Popular Religion

Readings:

- Poceski, ch. 7
- Kohn, pp. 61-65

Student Presenter: _____

For Further Reading:

David K. Jordan, *Gods, Ghosts & Ancestors: Folk Religion in a Taiwanese Village*, 3rd ed (UCSD Dept of Anthropology, 1999): <http://pages.ucsd.edu/~dkjordan/scriptorium/gga/ggamain.html>

Dec 1: Relations between Daoism, Buddhism & Confucianism – The Emergence of Quanzhen 全真 Daoism

Readings:

- Poceski, pp. 96-105
- Kohn, 106-112, 153-167

Student Presenter: _____

Dec 6: Contemporary Revivals: Confucianism, Buddhism, Daoism

Readings:

- Poceski, ch. 10
- Kohn, pp. 187-202, 205-208

Buddhism:

- “Beijing Finds Common Cause with Chinese Buddhists” (*NPR All Things Considered*, 22 July 2010) <http://www.npr.org/templates/story/story.php?storyId=128691021>
- “China’s Spiritual Awakening: Why a growing number of successful urban professionals are flocking to Buddhism” (*Businessweek*, 10 January 2008) <https://www.bloomberg.com/news/articles/2008-01-09/chinas-spiritual-awakening>
- “China’s urbanites rediscover Buddhism” (*Asia Times*, 2 December 2010) <http://www.atimes.com/atimes/China/LL02Ad01.html>

Daoism:

- “The Rise of the Tao” (*New York Times*, 5 November 2010) <http://www.nytimes.com/2010/11/07/magazine/07religion-t.html>

Confucianism:

- “Mao, Meet Confucius: China’s Religious Revolution” (*Religion Dispatches*, 19 January 2011) <http://religiondispatches.org/mao-meet-confucius-chinas-religious-revolution/>
- “Mammoth Sculpture of the Ancient Philosopher Confucius Shows Up on China’s Tiananmen Square” (*Art Daily*, 14 January 2011) http://artdaily.com/index.asp?int_sec=2&int_new=44140
- “Confucius Making a Comeback in Money-Driven Modern China” (*Washington Post*, 24 July 2007) <http://www.washingtonpost.com/wp-dyn/content/article/2007/07/23/AR2007072301859.html>
- “China’s Neo-Confucianism: An ancient text intended to produce obedient children is finding new favor with the Communist Party” (*Foreign Policy*, 7 Jan 2014) <https://foreignpolicy.com/2014/01/07/chinas-neo-confucianism/>
- “China’s thriving Confucian schools” (*BBC News*, 3 January 2008) <http://news.bbc.co.uk/2/hi/asia-pacific/7169814.stm>

Student Presenter: _____

Dec 8: Conclusion. Wrapping things up.

No Student Presentation Today.

REMINDER: Final Research Paper – due by 5:00 PM on FRIDAY, DECEMBER 9.