

Course Information

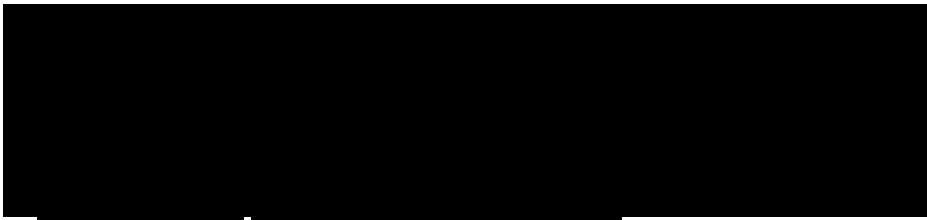
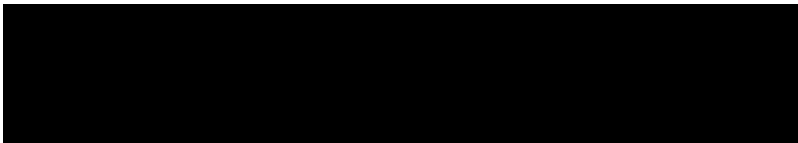


Intro Buddhist Traditions (IG)

RELS 2020-001

Fall 2024

Course Section Information



Intro Buddhist Traditions (IG)

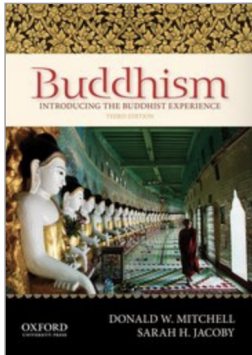
RELS2020 001

Course Description

This course explores global variations of Buddhist cultures, literatures, moral teachings, scriptural interpretations, and philosophies, through primary and secondary sources. Students will also discover how Buddhist traditions have evolved, in both Eastern and Western cultures, relative to contemporary issues such as war, peace, gender, religious identity, and religious traditions.

Semester: Fall

Textbooks, Readings, and Course Materials



Authors: Mitchell, Donald W.

Publication Date: 2013

Title: Buddhism: Introducing the Buddhist Experience

Edition: 3rd

ISBN: 0199861870

Publisher: Oxford University Press

Link: <https://global.oup.com/ushe/product/buddhism-9780199861873?cc=us&lang=en&>

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Employ effective methods to examine Buddhist issues, events, and social structure internationally.
- Study Asian and Western Buddhism in historical and cultural contexts.
- Learn political and cultural complexities by using comparative and interpretive tools of knowledge to examine the power dynamics that shaped by privilege and race due to impact of Buddhist nationalist ideology.
- Explain the historical origins of Buddhism in India and give examples of various Buddhist world views and philosophical elements.
- Summarize the spread and integration of Buddhism into many cultures in Asia and its arrival in the West.
- Identify and evaluate the methodologies, and particularly the interdisciplinary nature, of Buddhist studies.
- Identify several of the important Buddhist sacred texts and enumerate main points.

- Understand power dynamics in majority Buddhist countries.
- Demonstrate critical literacies - reading, writing, speaking, and listening - that can be applied in various contexts related to the course content.
- Read and discuss with confidence some Buddhist literature and philosophies from a variety of contexts.
- Engage in discussions with peers and analyze competing viewpoints.
- Articulate orally and in writing, the many varied ways cultural concepts are formulated with a particular meaning.
- Detail verbally and in writing Buddhist ritual performances based on observational experiences.
- Collect, analyze, and organize information and present in writing and/or oral presentations their findings.
- Analyze and interpret Buddhist religious texts, beliefs and practices using standard disciplinary/interdisciplinary theories and tools associated with Religious Studies.
- Make connections across the disciplines used in Religious Studies.
- Demonstrate use of effective reasoning skills to reflect on selected contemporary moral and ethical questions and dialogues related to Buddhism.
- Examine forms of Buddhist artistic expression and interpret its philosophical meaning and influence throughout Buddhist history.
- Compare and contrast the various expressions Buddhism to gain an understanding of the processes involved in cultural assimilation and preservation.
- Examine, explain, and apply their knowledge of multiple Buddhist worldviews to real world experiences.
- Negotiate and facilitate interaction competently with Buddhist religious communities.
- Point out competing and alternative discourses beyond personal ideology and geographical boundaries.
- Give examples of how religious traditions, beliefs and worldviews influence behavior and modes of interaction within cultures.
- Gather, assess, synthesize, and cite information in a professional manner, using online library sources for research.

Communication Plan

I will respond to email within two business days. I do not return emails after 5 PM or on the weekends. For example, an email sent at 3:00 AM on Monday may not be returned until Wednesday afternoon. Your email should include a salutation (e.g., Hi Greg), a short message using complete sentences, and a professional valediction (e.g., Sincerely, [Your Name]).

I will offer feedback on major assignments within one week of their submission

The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

Grading Scale

Final Grade Distribution

<i>Grade:</i>	A	A-	B+	B	B-	C+
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	C	C-	D+	D	D-	E
<i>Percent:</i>	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Grading Criteria/Rubrics: Rubrics can be found in the directions for the assignment.

Grading Turnaround Time: I will try to have assignments graded within a week of their submission.

Assignment and Quiz Late Policy: Late assignments and quizzes will have 10% deducted from the assignment (not your grade) for every day they are late (including weekends). In other words, if the assignment, e.g., a quiz worth 10 points, is one day late, one point will be deducted and so you cannot earn a grade higher than 9; if it's two days late, two points will be deducted and so you cannot earn a grade higher than 8.

Consequently, you will not receive any credit for assignments that are more than 9 days late. Further, no late assignments will be accepted after the day of the final exam or, if the class doesn't have a final, the day the final would be given.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Course Evaluation Receipt	Assignment	1
	Introduce Yourself	Discussion	0
	Roll Call Attendance	Assignment	100
9/1	Quiz #0: Syllabus and Plagiarism	Quiz	10
9/8	Quiz #1: The Buddha and His Indian Context & The Life of Gautama Buddha	Quiz	5
9/15	Quiz #2: The Teachings of the Buddha	Quiz	5
9/22	Essay #1: Empty Persons	Assignment	20
9/29	Quiz #3: Early Buddhism and the Way of the Elders	Quiz	5
10/6	Quiz #4: The Great Vehicle	Quiz	5
10/13	Quiz #5: Indian Experiences of Buddhism	Quiz	5

Due Date	Assignment Name	Assignment Type	Points
10/20	Essay #2: Abhidharma and Mereological Nihilism	Assignment	20
10/27	Essay #3 Vasubandhu and Yogācāra	Assignment	20
11/3	Essay #4: Buddhist Epistemology	Quiz	20
11/10	Quiz #6: Tibetan Experiences of Buddhism	Quiz	5
11/17	Quiz #7: Chinese Experiences of Buddhism	Quiz	5
11/17	Signature Assignment: Visitation Worksheet	Assignment	25
12/1	Essay#5: Buddhism and Abortion	Assignment	20
12/9	ePortfolio & Reflective Writing	Assignment	10

Coursework & Assignment Descriptions

- **Attendance & Participation (10%):** Class participation is vital to your success in this class. Absences and tardiness must be kept to a minimum. Students will be afforded three free absences. If a student misses seven or more classes, they may receive a failing grade for the course. If tardiness becomes an issue one percentage point will be deducted for each transgression.

- **Quizzes (20%):** There are eight Canvas quizzes in total. The first quiz is based on the syllabus and can be taken an unlimited number of times until you achieve a perfect score. All other quizzes are based on the required readings for the class and allow only one attempt each. Each quiz is worth 2.5% of your overall grade and consists of multiple-choice questions. The syllabus quiz contains 11 questions and has no time limit, while the remaining quizzes each have 5 questions and must be completed within 25 minutes. You are permitted to reference course materials while taking the quizzes, but it is advisable to familiarize yourself with the material beforehand. Once you submit an answer, you cannot go back to previous questions. Results will be available immediately, but missed questions will not show the correct answers.

Late submissions incur a penalty of 10% per day, with a maximum penalty period of 10 days. After 10 days, late submissions will not receive any credit. Additionally, if a question includes both “All of the options” and “None of the options” as possible answers, note that “All of the options” excludes “None of the options.” This is not a trick question.

- **Essays (55%):** There are 5 essays. Each essay is worth 11% of your grade. The essays should be between 350 and 500 words. No formal introduction is required. The essay should respond to the prompt completely and engage that week's primary texts (note: not videos, podcasts, etc.) by including at least two relevant quotations. All quotes and paraphrased passages must be in quotation marks and cited (author, page number). Be sure to define key terms, and explain in your own words why the quotes are relevant to your essay. Note that plagiarism will be subject to the most severe penalties set out in the course syllabus and college policy.
- **Signature Assignment: Visitation (10%):** You will attend a Buddhist service or festival for this assignment. (If you are Buddhist, the service/festival must be of a different tradition.) Given the purpose of this assignment, you may not use previous experience. Rather, you must visit a Buddhist service during this semester. This assignment will consist of filling out a worksheet that has five parts. The first part has you describe the appearance of the event. The second part has you describe the happenings of the event. The third part has you describe the demographics of

the event. The fourth part has you describe the major beliefs/doctrines of the sect of Buddhism you visited. The fifth part has you relate the appearance and happenings of the event to the major beliefs/doctrines of the sect of Buddhism you visited.

- **ePortfolio & Reflective Writing (5%):** For this assignment, you will add your signature assignment and two of your essays to your ePortfolio and accompany them with reflective writing. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your portfolio will then be a multimedia showcase of your educational experience. For detailed information visit SLCC's ePortfolio general website and for more help visit SLCC's Tutoring website.

The reflective writing should consist of at least 1 full page of writing (about 500 words) that addresses at least two of the following question sets:

1. Reflect on how you thought about Buddhism before you took this course and how learning about it through your visitation and other assignments, especially the two essays you uploaded, in the course affected your view. Have any of your assumptions or understandings changed? Why? Were any other course activities or readings influential in this process?
2. Reflect on the struggles and successes of learning about the concepts and skills involved in the course. How did the signature assignments and the essays you uploaded help you finally be successful? Be specific.
3. Make connections between the concepts and skills involved in this course and what you've learned in other courses at SLCC. Make specific references to how these concepts and skills are used or could be used in the other courses. How did what you learned in other courses enhance your understanding of these concepts in this course, and vice versa?

[General Education Information](#)

General Education Statement

This course fulfills the **HU; IG** requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections between such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

ePortfolios

Each student in general education courses at SLCC is to create and maintain a General Education ePortfolio. Instructors in every general education course will ask you to put at least one assignment from the course (known as the "Signature Assignment") into your ePortfolio and accompany it with reflective writing.

The Many Uses of ePortfolios

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning

outcomes by designing a course-specific ePortfolio page that includes a course-specific "Signature Assignment" and reflection. When you finish your time at SLCC, your ePortfolio can provide a multimedia showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

Connect Your ePortfolio to MySLCC

For us to learn from your ePortfolio and provide effective support, your ePortfolio must be connected to your MySLCC account. To connect your portfolio to MySLCC:

1. Copy the URL for your ePortfolio from the web browser.
2. Click [here](#) and then click "Submit" under General Education ePortfolio.
3. Paste the link to your Welcome page and click "Save."
4. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

Need Assistance?

If you would like virtual or in-person help with your ePortfolio please [sign up here for an ePortfolio appointment](#). Questions regarding the ePortfolio can be directed to ePortfolio@slcc.edu

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative

ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Additional Class Policies

Extra Credit

Students are expected to earn their grades with the assignments given. Apart from the syllabus quiz, I generally do not give extra credit assignments. However, I sometimes offer extra credit summary/opinion papers when there are fitting public philosophy conferences or lectures either on campus or in the community. If you discover an event that you think fits the course, let me know and I will consider it.

Academic Dishonesty & Plagiarism

Academic dishonesty is not tolerated at SLCC. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, having someone else do your work, copying someone else's work, etc., and includes all situations where students make use of the work of others and claim such work as their own even though some wording, method of citation, or arrangement of evidence, ideas, or arguments have been altered. Thus, it is expected that all assigned work for this course will be entirely original. In cases of academic dishonesty, the student involved will receive a grade of "0" on the

assignment for a first offense. A second offense garners a grade of “E” for the course and will be reported to the Registrar and the Office of Student Services and will go on the student’s permanent record.

Please familiarize yourself with the Student Code of Conduct. This document lists your rights, your full responsibilities, the penalties to be imposed if you do not follow them (especially regarding cheating and plagiarism), and the recourse you may have.

Before you are tempted to plagiarize – or if you are unsure if what you are thinking of doing falls under the definitions of academic dishonesty – please come and see me for guidance and clarification. There’s a lot we can do to avoid what might become academic dishonesty before it becomes so.

Academic Dishonesty & AI (e.g., ChatGPT)

ChatGPT and other LLMs are artificial intelligence (AI) chatboxes that are used to write papers, essays, brief answers, etc. The use of any AI is strictly prohibited in this class. Every relevant assignment in this class will be run through the plagiarism detection software provide by SLCC with the ability to detect whether a text was generated using AI. Any assignment (e.g., quiz, essay, paper, etc.) that is flagged for using AI will receive a “0” for a first offense and the student will be asked to meet with me. A second offense garners a grade of “E” for the course and will be reported to the Registrar and the Office of Student Services.

Introduction to Buddhist Traditions

Instructor: | Email: Use Canvas Inbox

Welcome to the Homepage for RELS2020: Introduction to Buddhist Traditions!

Textbook

Mitchell, Donald W. *Buddhism: Introducing the Buddhist Experience*. 3rd ed., New York: Oxford University Press, 2013 (ISBN: 0199861870)

Course Syllabus

Please carefully read through the [Syllabus](#).

Course Schedule

This is the complete course schedule. It contains the readings, assignments, and due dates as well as links to their location on Canvas. All of the items that are listed should be completed by that particular day unless otherwise noted.

The schedule is color-coded to indicate readings, videos or podcasts, quizzes, and essays. *(Do not worry if you cannot distinguish between the colors above. All the relevant information is contained in the table below.)*

RELS-2020: Introduction to Buddhist Traditions			
COURSE SCHEDULE			
Week 1			
DATE	DAY	TYPE	ASSIGNMENT
Aug 21	W	Introductions & Syllabus	
		READ	Syllabus
		READ	List of Buddhist Traditions in SLC for Religious Service Assignment
		READ	HANDOUT: Religious Service Worksheet
Week 2			
DATE	DAY	TYPE	ASSIGNMENT
Aug 26	M	Introductions (continued)	
Aug 28	W	READ	Harvey, Peter -- Ch. 1: The Buddha and His Indian Context (pp. 8-14)
		SUBMIT	Quiz #0: Syllabus (Due by 11:59 PM MST Sunday this week)
Week 3			
DATE	DAY	TYPE	ASSIGNMENT
Sep 02	M	No Class: Labor Day	
Sep 04	W	READ	TEXTBOOK: Ch. 1 - The Life of Gautama Buddha (pp. 6-30)

		SUBMIT	Quiz #1: The Buddha and His Indian Context & The Life of Gautama Buddha (Due by 11:59 PM MST Sunday this week)
Week 4			
DATE	DAY	TYPE	ASSIGNMENT
Sep 09	M	READ	TEXTBOOK: Ch. 2 - The Teachings of the Buddha (pp. 31 - 44)
Sep 11	W	READ	TEXTBOOK: Ch. 2 - The Teachings of the Buddha (pp. 44 - 64)
		SUBMIT	Quiz #2: The Teachings of the Buddha (Due by 11:59 PM MST Sunday this week)
Week 5			
DATE	DAY	TYPE	ASSIGNMENT
Sep 16	M	READ	Siderits, Mark - Ch. 2: Empty Persons
		WATCH	Doug's Dharma - The Buddha on Self and Non-Self
Sep 18	W	READ	Siderits, Mark - Ch. 2: Empty Persons (finish reading if you haven't already)
		SUBMIT	Essay #1: Empty Persons (Due by 11:59 PM MST Sunday this week)
Week 6			
DATE	DAY	TYPE	ASSIGNMENT
Sep 23	M	READ	TEXTBOOK: Ch. 3 - Early Buddhism and the Way of the Elders (pp. 65 - 91; up to but not including <i>Theravāda Buddhism in Sri Lanka</i>)
		WATCH	Dharma Doug: History of Theravada Buddhism: Very Old and Very New
Sep 25	W	READ	TEXTBOOK: Ch. 3 - Early Buddhism and the Way of the Elders (pp. 91 - 114; starting with <i>Theravāda Buddhism in Sri Lanka</i> to End of Chapter)
		SUBMIT	Quiz #3: Early Buddhism and the Way of the Elders (Due by 11:59 PM MST Sunday this week)
Week 7			
DATE	DAY	TYPE	ASSIGNMENT
Sep 30	M	READ	TEXTBOOK: Ch. 4 - The Great Vehicle (pp. 115 - 131; up to but not including <i>The Great Journey of the Bodhisattva</i>)

		WATCH	Dharma Doug -- History of Mahayana Buddhism: Innovation and Perfection
Oct 02	W	READ	TEXTBOOK: Ch. 4 - The Great Vehicle (pp. 131 - 148; starting with <i>The Great Journey of the Bodhisattva</i> to End of Chapter)
		SUBMIT	Quiz #4: The Great Vehicle (Due by 11:59 PM MST Sunday this week)
Week 8			
DATE	DAY	TYPE	ASSIGNMENT
Oct 07	M	READ	TEXTBOOK: Ch. 5 - Indian Experiences of Buddhism (pp. 149 - 163; up to but not including <i>The Womb of the Buddha</i>)
		WATCH	Dharma Doug -- The Buddhist Doctrine of Two Truths: Abhidharma and Nagarjuna
Oct 09	W	READ	TEXTBOOK: Ch. 5 - Indian Experiences of Buddhism (pp. 163 - 176; starting with <i>The Womb of the Buddha</i> to End of Chapter)
		SUBMIT	Quiz #5: Indian Experiences of Buddhism (Due by 11:59 PM MST Sunday this week)
Week 9			
DATE	DAY	TYPE	ASSIGNMENT
Oct 14	M	READ	Siderits, Mark - Ch. 5: Abhidharma: The Metaphysics of Empty Persons
Oct 16	W	READ	Siderits, Mark - Ch. 5: Abhidharma: The Metaphysics of Empty Persons (Finish reading if you haven't already)
		SUBMIT	Essay #2: Abhidharma Metaphysics (Due by 11:59 PM MST Sunday this week)
Week 10			
DATE	DAY	TYPE	ASSIGNMENT
Oct 21	M	READ	Siderits, Mark -- Ch.7 Yogacara-Impressions-Only
Oct 23	W	READ	Siderits, Mark -- Ch.7 Yogacara-Impressions-Only (Finish reading if you haven't already)
		SUBMIT	Essay #3: Yogācāra and the External World (Due by 11:59 PM MST Sunday this week)

Week 11			
DATE	DAY	TYPE	ASSIGNMENT
Oct 28	M	READ	Siderits, Mark - Ch. 9: The School of Dignāga: Buddhist Epistemology
Oct 30	W	READ	Siderits, Mark - Ch. 9: The School of Dignāga: Buddhist Epistemology (finish reading if you haven't already)
		SUBMIT	Essay #4: Buddhist Epistemology (Due by 11:59 PM MST Sunday this week)
Week 12			
DATE	DAY	TYPE	ASSIGNMENT
Nov 04	M	READ	TEXTBOOK: Ch. 5 - Tibetan Experiences of Buddhism (pp. 177 - 200; up to but not including <i>The Dalai Lama</i>)
		WATCH	Dharma Doug - History of Vajrayana Buddhism
Nov 06	W	READ	TEXTBOOK: Ch. 5 - Tibetan Experiences of Buddhism (pp. 200 - 219; starting with <i>The Dalai Lama</i> to End of Chapter)
		SUBMIT	Quiz #6: Tibetan Experiences of Buddhism (Due by 11:59 PM MST Sunday this week)
Week 13			
DATE	DAY	TYPE	ASSIGNMENT
Nov 11	M	READ	TEXTBOOK: Ch. 7 - Chinese Experiences of Buddhism (pp. 222 - 254; up to but not including <i>Persecution and Decline</i>)
		WATCH	Dharma Doug - History of Zen Buddhism
Nov 13	W	READ	TEXTBOOK: Ch. 7 - Chinese Experiences of Buddhism (pp. 254 - 272; starting with <i>Persecution and Decline</i> to End of Chapter)
		SUBMIT	Quiz #7: Chinese Experiences of Buddhism (Due by 11:59 PM MST Sunday this week)
		SUBMIT	Signature Assignment: Visitation Worksheet (Due by 11:59 PM MST Sunday this week)
Week 14			
DATE	DAY	TYPE	ASSIGNMENT
Nov 18	M	READ	Harvey, Peter - Buddhist Ethics: Abortion & Contraception (pp. 311 - 328; up to but not including <i>Abortion in Buddhist Culture</i>)

Nov 20	W	No Class: Thanksgiving Break	
Week 15			
DATE	DAY	TYPE	ASSIGNMENT
Nov 25	M	READ	Harvey, Peter - Buddhist Ethics: Abortion & Contraception (pp. 328 - 352; starting with <i>Abortion in Buddhist Cultures</i> to End of Chapter)
		WATCH	Choose One: Venerable K. Rathanasara -- What is the Buddhist view on Abortion and Euthanasia Master Sheng Yen -- Abortion
Nov 27	W	SUBMIT	Essay#5: Buddhism and Abortion (Due by 11:59 PM MST Sunday this week)
Week 16			
DATE	DAY	TYPE	ASSIGNMENT
Dec 02	M	READ	Harvey, Peter - Buddhist Ethics: Homosexuality and Other forms of 'Queerness' (pp. 411 - 423; up to but not including <i>Homosexuality in Buddhist Cultures</i>)
Dec 04	W	READ	Harvey, Peter - Buddhist Ethics: Homosexuality and Other forms of 'Queerness' (pp. 423 - 434; starting with <i>Homosexuality in Buddhist Cultures</i> to End of Chapter)
Week 17: Finals			
Dec 09	M	SUBMIT	ePortfolio & Reflective Writing (Due by 11:59 PM MST Tonight)

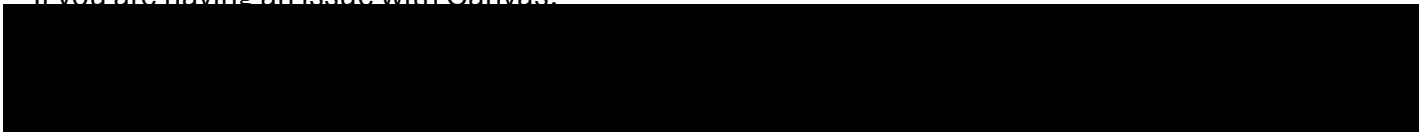
Instructor Information

Primary Instructor:
Preferred contact: Canvas Inbox
Office Hours: By Appointment Only

Need Technical Assistance?

Canvas Support

If you are having an issue with Canvas:



- Read: Searchable [Canvas Student Guides \(Links to an external site.\)](#)

Technical Service Desk

If you are having issues with logging into MySLCC or any other technical issues:



the top right corner of the page.

- [Technology Services for Students](#)