



Course Description

A survey of the history, teachings, doctrines, practices, and textual traditions of esoteric, or tantric, Buddhism. Particular focus may be given to Indian, Tibetan, Chinese, or Japanese forms of esoteric Buddhism. As appropriate attention will also be given to basic introduction to the traditions of Indian tantra that provided the religious context for the development of the Buddhist tantric tradition.

Student Learning Outcomes and Assessment

At the end of this course students will be able to:

Outcome	Assessment
1. students will explain the historical development of tantric Buddhism	1. required weekly readings summaries
2. students will demonstrate understanding by using the concepts of the field appropriately, including: tantra, Zhenyan/Shingon, mantra, mudra, mandala, ritual, ritual identification, guru	2. weekly reading summaries and in class presentations; summary of required reading
3. students will read the required text, and demonstrate an understanding of the textuality and performance of tantra, its transmission across cultures, as well as a command of resources from secondary literature	3. term project

Course Requirements

1) term project: r read the required text, and prepare 2,500 +/- word critical summary, due at end of term, complement reading with additional research into other secondary sources related to the text, follow proper style (Turabian) for notes and bibliography; consider for example published reviews of translation (available online through GTU Library—see IBS Registrar if you need assistance with accessing GTU Library, and GTU Librarians for online resources, best is JSTOR <<https://www.jstor.org/>> which you can access via your GTU id)

2) summaries of weekly readings: approx. 200 to 300 word summaries of each week's reading, submitted by Friday of each week following class meeting on Wednesday; each week during class Zoom meeting, one student will make an oral presentation on the reading for approx 20 minutes, while balance of time will be open for questions and discussion,

Required Readings

- Jacob Dalton, *The Gathering of Intentions: A History of a Tibetan Tantra*, Columbia 2,500 +/- word summary is due at the end of term
- weekly readings will be available on the course Moodle page

Note: this course has been completely reorganized, and as a consequence, I'm not sure either that the topical organization here is the best possible, or that the selections chosen for the topics are the best possible, one overriding issue is that many essays treat more than one aspect, so our discussions will necessarily involve reaching back to previous essays as we go along, thank you in advance for your cooperation as we explore this way of organizing and presenting the tantric tradition of Buddhism

COURSE CALENDAR READINGS TO BE COMPLETED PRIOR TO CLASS MEETINGS NOTED
HANDOUTS ARE FOR STUDENTS USE ONLY: DO NOT DISTRIBUTE OR POST ON WEB

Weekly Schedule:

- 1) 8 Sept introduction to course
reading: 1.1 Gray Tantra and the Tantric Traditions
1.2 Gray Contemporary Tantric Buddhist Traditions
- 2) 15 Sept methodology
reading: 2.1 Orzech Seeing Chen-Yen
2.2 Bryson Buddhist Geography and Regionalism
- 3) 22 Sept history
reading: 3.1 Bühnemann Buddhist Deities and Mantras
3.2 Hammerstrom Heart-of-Mind
- 4) 29 Sept ritual I
reading: 4.1 Gray Cakrasamvara Tantra
4.2 Hatchell Buddhist Visual Worlds, I
- 5) 6 Oct ritual II
reading: 5.1 Quinter Mantras & Materialities
5.2 Hatchell Buddhist Visual Worlds, II
- 6) 13 Oct text I
reading: 6.1 Dalton Development of Perfection
6.2 Chou Reimagining the Buddhist Universe
- 7) 20 Oct text II
reading: 7.1 Eimer Classification
7.2 Gray Disclosing the Empty Secret
- 8) 27 Oct: Reading week/no class
- 9) 3 Nov language I
reading: 9.1 Lomi Dhāraṇīs, Talismans, & Straw Dolls
9.2 Robson Signs of Power
- 10) 10 Nov language II
reading: 10.1 Copp Anointing Phrases
10.2 McBride Dhāraṇī

11) 17 Nov art
 reading: 11.1 Stoddard Dynamic Structures
 11.2 Kim Illustrated Manuscripts

12) 24 Nov Thanksgiving break: no class mtg.
 (no specific topic for readings, just ones that didn't fit in elsewhere)
 reading: 12.1 Newman Kalacakra
 12.2 Wedemeyer Beef, Dog & Other Mythologies

13) 1 Dec deities
 reading: 13.1 Andreeva Miwa
 13.2 Sharrock Hevajra

14) 8 Dec. institutions
 reading: 14.1 Andreeva Networks
 14.2 Maher Dalai Lamas

15) 15 Dec. historical and legendary figures
 reading: 15.1 Tatz Maitrigupta
 15.2 Woodward Bianhong

Assessment

Final Course Grade

- Weekly Reading Summaries = 50% (although optional in order to accommodate asynchronous students, participation in online class discussions strongly encouraged)
- Required Reading Summary = 50%

Assignment Rubrics

Rubric 1

Criteria	Exceeds Expectations	Meets Expectations	Progressing	Not There Yet
weekly readings summaries: verbal presentations and written summaries	clear summary of essay content, organization and context	clear summary of essay content, and organization	clear summary of essay content	lacks clarity, fails to demonstrate understanding of topics raised by the reading
required texts reading summaries	clear summary of book's content, organization and context; uses additional secondary material, notes and bibliography according to proper form	clear summary of book's content, and organization; notes and bibliography according to proper form	clear summary of book's content; notes and bibliography according to proper form	lacks clarity, fails to demonstrate understanding of topics raised by the reading

Final Paper Rubric

Final research papers will be evaluated on the following criteria:

Criteria	Exceeds Expectations (A)	Meets Expectations (A-/B)	Below Expectations (C)	Problematic (D)
Thesis/argument	Excellent. This is an ambitious, perceptive project that grapples with complex ideas. The thesis is clearly stated and contextualized in the introduction. The essay presents more than a summary of existing ideas, and is not simply repeating what the student has read or learned in class.	The project reaches high and achieves its aim. The thesis is stated clearly but perhaps with less contextualization. The author does more than summarize existing ideas, but some areas may require more depth or the essay includes stray, irrelevant ideas.	The project has conceptual problems. The thesis may be unclear or poorly stated. The essay lacks an argument but is merely a summary of existing ideas or a personal reaction to the topic (i.e., mere opinion).	The project is incoherent or is extremely problematic in any of the areas mentioned.
Organization	The essay is clearly and explicitly organized. The introduction lays out the structure of the essay, and essay sections include transitions and summaries of ideas. The conclusion both summarizes the essay's argument and points toward potential research vistas.	The essay is well organized, the introduction states the essays structure and intent. Some connections may still need to be made, especially in regards to transitions between sections. The conclusion summarizes the essay's argument.	The essay is poorly organized; the introduction does not state what the author is going to do; there are no transitions or summaries of ideas.	The essay is not organized in any logical fashion.
Evidence	The author employs appropriate and relevant primary and critical secondary sources. Evidence is both contextualized and related explicitly to the thesis or argument.	The author employs appropriate and relevant primary and critical secondary sources. Evidence is contextualized; however, there may not be enough evidence or it is not thoroughly engaged.	Evidence provided is irrelevant or culled from inappropriate or unreliable sources. What (good) evidence is supplied is not engaged, contextualized, explained or related to the thesis/argument.	Evidence is either not presented or is wholly irrelevant and unreliable.

Writing/style	Language is clean, precise, elegant, and jargon-free. Ideas and terms are introduced and explained appropriately. The author uses the correct citation format, and typos and other errors are at a minimum (or nonexistent).	Language is adequate and clear, and the author has used the correct citation format. Vernacular language is avoided, and typos and grammatical errors are minimal.	Language and word choice is unclear; sentences are awkward, illogical, or contradictory; punctuation, grammar, etc., are problematic. There is an over-reliance on vernacular language. Correct citation format is not used.*	The essay contains an overabundance of grammatical and stylistic errors, or inappropriate language.
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* **Note:** non-native English speakers are strongly encouraged to seek help from peers when writing papers to check for errors. Please see me if you have concerns.