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HRS 71  
**Guided Reflection (Unit 3)**  
(FIVE PAGES MAXIMUM. plus start-of-term doodle attached)

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**\*\*Type responses directly onto this form, single-spaced\*\***  
**\*\*Preserve numbering & prompts, but delete unused spaces\*\***

1. Using complete sentences, summarize **in relation to one another** the details of **TWO** similar or contrasting practices described in the on-line guidelines for the relevant unit—**one from Unit 3** (see the list in the on-line guidelines) and **one from Unit 1 OR 2**—as described in or inferred from EB, CP, on-line PPTs and (optionally) IAR. As before, you may supplement your description with images from in-class videos & web sites listed on the syllabus. (30 points)

**IMPORTANT:** you must provide page number references in parentheses—  
for example, "X, Y & Z (48)"—**even if you don't quote your source(s) directly.**

(a) What persons from which time period(s) & region(s) have engaged in the two art forms, rituals or customs?

(b) What physical actions have those persons engaged in?

(c) What objects have they used as part of their activities?

(d) In what physical spaces have those persons engaged in such activities?

(e) What words have they relied on, whether recited or used to guide the mind silently?

(f) With what frequency have such activities occurred, and for what duration?

2. Describe and give examples of **1-3 of the terms** listed with **each** of the two chosen practices in the [on-line guidelines](#)—a **total of three terms** related to the two practices—explaining the relationship of the terms to one another and to the practice specified in 1(a)-(f). (30 points)

(a) Specify precisely the significance of all three terms in relation to one another, using your own words to explain connections between them rather than listing the meaning of each.  
(1-2 sentences)

(b) Explain fully to what each term refers, providing details and examples that reflect **thorough reading of relevant sources**; paraphrase & quote EB, CP, IAR &/or on-line sources, specifying **titles & page numbers**. Then comment on the precise connection of each term to 1(a)-(f).

\* explanation of 1<sup>st</sup> term (paraphrase &/or quotation, indicating source(s) & p.#(s))

exact connection of 1<sup>st</sup> term to **practice(s)** described in 1(a)-(f):

\* explanation of 2<sup>nd</sup> term (paraphrase &/or quotation, indicating source(s) & p.#(s))

exact connection of 2<sup>nd</sup> term to **practice(s)** described in 1(a)-(f):

\* explanation of 3<sup>rd</sup> term (paraphrase &/or quotation, indicating source(s) & p.#(s))

exact connection of 3<sup>rd</sup> term to **practice(s)** described in 1(a)-(f):

3. Describe your own daily practice in comparison with and in contrast to the **two** activities and related terms described in #1 & 2, again making sure to **describe your own practice in sufficient detail**, including actions, objects, spaces, times and emotions involved. (20 points)

(a) Parallels between your daily practice (**DESCRIBE**) & chosen Asian art form, ritual or custom:

- use of body, objects, spaces, times & social context:

- words involved:

- thoughts, emotions & moods involved:

(b) Contrasts between your daily practice (**DESCRIBE**) & chosen Asian art form, ritual or custom:

- use of body, objects, spaces, times & social context:

- words involved:

- thoughts, emotions & moods involved:

**\*\*\*SUMMARY & INSIGHTS GAINED FROM #1-3 (20 points)\*\*\***

A. Create a diagram, doodle, or concept map that **connects visually** the specific details described in #1-3, making a **clear distinction** between practice, community, & reflection about the unseen.

B. Review the introductory on-line essay, "[Essential Elements of Culture](#)." Then comment on insights suggested by the above diagram, addressing BOTH

- the way that practice influences community and/or reflection about the unseen at any given moment in time, as well as over long periods of time:

- the way that community and/or reflection about the unseen influence practice at any given moment in time, as well as over long periods of time:

C. Once again **adding to and attaching your start-of-term diagram/doodle**, describe any progress you have made this semester, in relation to the learning objectives listed on the course syllabus & to your own hopes and goal(s) identified in the first week.