

## Scenario for Unit 3b

Like Rakeesha, Huang participated in HDPS City Repair's youth programs--the Mount Shasta trip and nature immersion program--but his insights from these were related to choosing a career path. He enjoyed the contact with nature from climbing Mount Shasta and exploring the river, but he knows he does not want to spend his life mostly alone in nature. He wants to find a career that connects him to a community of thoughtful people, a community that inspires and deepens meaningful reflection.

Like Rakeesha, Huang met you at the nature immersion program and knows that you have studied East Asian communities focused on different kinds of reflection. Now he approaches you to ask for advice in deciding between three options he is considering (see links in online schedule):

1. A friend of Huang's works for a company that builds places of worship, and one of the projects they are planning for is a **renovation of The Queen's Chapel in London**. This friend mentions that he might be able to get Huang a job doing the project, if he is willing to travel. Huang has worked on construction projects before and loves the idea of doing so abroad. ( | | rebuilding Ise shrines)
2. Huang is also looking into applying for the Capitol Fellows Program at Sac State. He sees the program as a foot in the door that might possibly lead to the more creative work of **writing about life at the Capitol from the inside**. He has heard of the Capitol Weekly and wonders if he might get a position there, or else just start his own blog. ( | | Sei Shonagon's memoir writing)
3. Huang met a mentor in the nature immersion program who regularly visits the **Metta Forest Monastery** in the mountains San Diego. Although this would be a very different life, he wonders if about visiting to see what it's like. The monastery allows anyone who wishes to visit for up to two weeks, following the daily schedule along with the seven monks; this includes commitments to precepts including **celibacy** and one meal a day; daily chores; consultations with and occasional talks by the (American) Theravada Abbot, and unstructured time for meditation, reflection & rest. ( | | Kamo No Chomei's hermit life)

When you mention that these three ways of life share certain features with Southeast Asian & Tibetan Buddhist communities of practice, Huang asks for your advice about **how he could most effectively approach these different career options**. Remember that his GOAL is to find a community (as in advising Rakeesha, you know he means a "social web" ) that inspires and deepens meaningful reflection of some kind.

(—> see "Homework for Deep Reading Exercises" on back )

## Homework for Deep Reading Exercises

Using either annotation of three boxed passages from different thirds (as in Units 1 & 2a), or concept mapping of three terms EACH for reflection & social web (as in Units 1 & 2b), gather evidence from each assigned historical record for this unit.

This evidence should help you evaluate the way **participation** of people in distinct roles **perpetuates** the **practice**, thus **inspiring &/or deepening** participants' **reflection**.

- Remember to identify specific **actions, objects, spaces/locales & people** involved in the practices; **words & images** on which those people reflect; and **roles & relationships** in each social web associated with the historical sources. **\*\*MAKE SURE TO MARK PAGES FOR EACH EXAMPLE\*\***
- When you are finished, **add notes to the relevant reading guide pages** and bring them with you.
- Since you will eventually be asked to apply what you learned to contemporary activities 1-3 proposed above, **look for ways that the historical Southeast Asian practices are similar to those activities**.