Welcome & Essentials

Essential Details

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>Fall 2015, TTh 10:30–11:45 @ Del Norte 1010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Joël Dubois (view home page), Mendocino 2016, (916) 278-5332, <a href="mailto:jdubois@csus.edu">jdubois@csus.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>T 1:30–2:30 pm, W 11 am –12 pm and by appointment</td>
</tr>
</tbody>
</table>

This site provides information found in a traditional syllabus in three places:

1. The course description & learning objectives provided below, as well as a list of required sources (see "Required Sources..." in the left side navigation bar), to be viewed online; the "Required Sources..." section also includes a concise breakdown of assignments and point values, which you should "PRINT AND KEEP" with your course materials.
2. A PDF document entitled "Course Policies," which you should "PRINT AND KEEP" with your course materials.
3. A "Schedule of Readings" (see left side navigation bar) that contains numerous links to necessary study materials. "I DO NOT RECOMMEND PRINTING" the course schedule, at least initially. Wait until you have been exposed to its use during the first few weeks of class, as you may find it more helpful to consult the schedule online.

The other sections of the site listed in the left side navigation bar provide in-depth information about assignments for the course; some of these assignments are to be submitted in class, and others online via this site.

Finally and (from my point of view) most importantly, the bottom (blue) link of this page takes you to an explanation of the learning approach that makes this course very different from what most students are used to.

If you are still getting familiar with SacCT:

Click the “SacCT Orientation” link in the left side navigation bar for an orientation, which should take about 15–20 minutes to complete. Or, you can come back to this section later if you run into problems and want to get some guidance; you can pick and choose from the different topics in the orientation.

Course Description

Introduction to the cultural history of ancient and medieval Asia incorporating examples of art, literature, philosophy, and religion, providing a survey of China, India, and several other distinct cultures of the areas surrounding them, especially Japan. (GE Area: C1)

**View this —> map of Asia <— to get a satellite’s eye view of the part of the world under consideration.**

(Zoom in and out to get a closer look at subregions of the Asian landmass.)
THIS SECTION does NOT attempt to survey all of ancient and medieval Asian art, literature, philosophy and religion. Rather the course will be inquiry-centered, with investigation of Asian culture motivated by your own broad questions about the nature of culture generally. To stimulate this inquiry, I will return repeatedly to three broad, interrelated questions which have guided my own selection of reading materials and assignments:

- What exactly is culture?
- How does it connect people to each other, their environments & themselves?
- And how can we use insights gained from studying these questions to enhance the connective potential of our own lives?

These questions help to understand not only Asian culture, but also our place in the culture in which we participate and to which we contribute. To find out more about how we will approach this focus, read the Guiding Essay, "Essential Elements of Culture," accessed in the left side navigation bar.

IMPORTANT NOTE: like most offerings in this department, "Arts & Ideas of Asia" is **READING INTENSIVE,** assuming that you will dedicate 5–7 hours per week for reading and assignments outside of class time. We will begin most classes with experiential activities modeled on those you'll read about in the assigned sources; then we'll use team-based learning to engaging with those sources (see www.teambasedlearning.org).

Learning Objectives

The following chart outlines the learning objectives for the course and the assessments that will be used to provide feedback in relation to these objectives. The objectives themselves are based on the learning model developed by the 8 Shields Institute; they also overlap with outcomes identified by the American Academy of Colleges & Universities as essential the undergraduate learning experience.

<table>
<thead>
<tr>
<th>After fully engaging with course materials, a student should be able to:</th>
<th>Feedback is provided by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. experience greater enthusiasm, vitality and independent motivation in studying historical records that document practices, social webs and reflection of other culture</td>
<td>observation of class participation &amp; review of written work</td>
</tr>
<tr>
<td>2. (a) uncover what those historical records have to teach her about their own lives; (b) listen deeply to and learn from peers who are engaged in the same learning process; AND (c) experience genuine understanding of and empathy for participants in the cultures he studies.</td>
<td>Team Readiness Assessments, Application Exercises, &amp; End-of-Unit Challenges</td>
</tr>
<tr>
<td>3. (a) identify her/his own gifts in repairing broken aspects of modern culture AND (b) show documentation of specific projects that show those gifts being applied.</td>
<td>rubric &amp; comments for Culture Repair Projects</td>
</tr>
</tbody>
</table>
Required Sources, Assignments & Policies

This section contains a list of **required sources** and **assignments**; advice for planning the grade you receive for the course; and **policies specific to this course**, presented in downloadable PDF form. Below all these you'll also find **policies for the university as a whole**, which include

- Accommodations for Disabilities
- Academic Honesty Policy
- Accessing Student Services

Please *PRINT OUT*

* the **course policies** document
AND
* the list of **assignments**

**to study for the first assessment**, which will take place on **Thursday, September 3**.

Then take the time to **become familiar with or review** each of the **university policies**, which are in force for all your courses.

Assigned Sources

The two sources listed directly below contain all required readings and must be brought to all relevant class meetings. The course "Schedule of Readings" (see left side navigation bar) refers to these two sources and the items on the "Optional" list that follows using the **BOLD CAPITAL** abbreviations next to each title.

- Encyclopedia Britannica (**EB**) [free online access via links in the on–line version of the course schedule]
- "HRS 70 Arts & Ideas of Asia: Ancient & Medieval" Course Reader (**RDR**) [must be mail–ordered from students.universityreaders.com/store or call 1–800–200–3908]

**NOTE**: the materials in RDR are, with one exception, drawn from the Brown & Hutton, Lopez, and Anderson anthologies listed below.

If you own or purchase all three of these readers and are willing to copy the one exception, you do not need to purchase this course pack.

**OPTIONAL**: for those with special interests in art & religion that are not covered by the course's brief survey, limited copies of the following books are available at the **Hornet Bookstore**:

Assignment Overview

In order to successfully finish this course you must complete:

1. six (6) TRAs ("Team Readiness Assessments"), done both individually & *IN TEAMS* [lowest score dropped; 5 x 10 points for each individual & team = 100 points total]

2. eighteen (18) Application Exercises (400 points total), completed in class, *IN TEAMS* [receiving full credit for these activities requires preparing & bringing homework for each; 40% of points for each activity is distributed via a Peer Evaluation system]

3. six (6) End-of-Unit Challenges (multiple choice questions done individually) [lowest score dropped; 5 x 20 points (individual + team activity) = 100 points total]

4. three (3) Culture Repair Projects (lowest score dropped; 125 + 125 = 250 points total) [background materials, peer review, and final 3-4 page poster or description of facilitated event]

5. one (1) End-of-Term Challenge (100 points total) & one (1) Final Application Exercise (50 points total) [questions drawn from earlier End-of-Unit Challenges & Application Exercises]


Planning Your Grade:

Because there are so many small scale assignments in this course, students are often unclear about points for all the assignments will add up.

Click on the green "Assignment Overview" link above to view my recommendations for what you must do to obtain a C, a B and an A in the class. Students with tight schedules who cannot complete all the course requirements should use these recommendations to focus their preparation time for the course.
Course Policies (2015-16)

***PRINT & STUDY – CONTENT WILL BE TESTED ON FIRST ASSESSMENT***

Attendance

Evaluation of your attendance in this course is built into other parts of the grade:

- Two thirds of all class sessions involve the completion of a graded team activity, including team readiness assessments ("TRAs") and application exercises; whenever you complete one of these, your name must be printed on the assignment sheet to make sure that you receive credit. (See "Grading Policies" below regarding credit for missed assignments.)

- The remainder of class periods are orientation sessions designed to guide you in making sense of the assigned readings, during which we will also discuss assignment guidelines in depth; missing these will make successful completion of in-class assignments more difficult.

Regarding FLU & COLDS, if you are experiencing flu-like symptoms or a severe cold, please stay home to avoid spreading what you have to others. We will work out a way to make up missed work once you return; see below under "Dealing with Absences" and "Grading Policies."

Classroom Etiquette

I ask students who arrive late to wait outside the door for a break following opening announcements (usually 10-15 minutes), at which point the door will be opened. If I am talking when you enter, take a seat near the door rather than crossing everyone’s field of vision. To avoid distracting others once your are in the classroom, please:

- put away all laptops, unless you have directly obtained my permission to use one.
- keep cell phones turned off and stowed away for the entire duration of the class.

** NOTE: STUDENTS OBSERVED TEXTING, EMAILING, WEB BROWSING OR VIEWING UNRELATED MATERIALS IN CLASS WILL LOSE 5 POINTS FOR IN-CLASS ASSIGNMENTS. EXCESSIVE CELL PHONE USE IN A GIVEN CLASS PERIOD MAY ALSO RESULT IN A STUDENT BEING ASKED TO LEAVE.**

- put away food & drink before entering the classroom (water OK, but *NO SODAS* please).
- go around the back of the room to reach your seat; sit by the door if you need to leave early.
- stop all side conversation with neighbors whenever anyone is speaking to the class as a whole.
- keep all notes and books out until I conclude the class to minimize distractions in the last few minutes.

Please contact me during the first two weeks of the term if you have a disability or other special circumstance that merits an exception to any of the above guidelines.

Dealing with Absences

Due to the amount of emails and calls I get, I do not provide information about every missed class to every absent student. If you miss a class or part of one, please follow the steps below before contacting me, which in many cases will not be necessary.

1. If an assignment is due and you have completed it, post it to the assignment drop box in SacCT by the deadline; but also PRINT OUT a copy to deliver to me the next time you attend.

2. Consult the syllabus to determine what activities are scheduled; if you miss a team application exercise you should still write out notes for it and bring them to me when you return. (See below under "Grading Policies" for details regarding credit on missed application exercises.)

3. Contact other members of your team ASAP to find out about any announcements that you may have missed, especially regarding guidelines for assignments, which are usually made during the first 10-15 minutes of a given class session. (You can use the "browse" function in SacCT email to select student names from a list, or gather direct email addresses from team members during the first weeks of the term or from the SacCT roster.)

4. When you return to class, approach me before or after class to retrieve any graded assignments that may have been returned during your absence. (Failure to retrieve assignments and read comments on them usually results in low scores on subsequent, similar assignments.)
SacCT Course Site

You are responsible for consulting the SacCT course site to find

• required sources, assigned readings, and reading guides;
• instructions for homework to be done before Application Exercises;
• learning objectives and guidelines for course projects;
• assessments, including peer evaluations, as well as grade postings

If you wish to save paper you may print out only the reading guides, which list required titles, page numbers & relevant terms, referring to the schedule & guidelines on-line. CAUTION: I will often make revisions to on-line materials before we discuss them in class. Therefore WAIT until that time to print out materials.

In order to be registered for this course in SacCT, you will need a valid Saclink username and password; if you do not currently have one, call (278-7337); visit the Saclink Desk (Academic Information Resource Center, Room 2005, just behind the library); or go to www.saclink.csus.edu and follow the instructions for "Set up Saclink" in the left-hand column.

In order to receive updates regarding class sessions throughout the term, I will use the SacCT “email” function, which sends mail to your Saclink email account. Therefore you should either check that email daily, or configure some other email software to retrieve your messages from that account for you to read with mail from other accounts. For guidance on how to do this, call the Help Desk (8-7337) or view the on-line instructions at http://www.csus.edu/irt/faq/email-calendars-chat/email-configuration/#mobile-email-setup

When you contact ME, whether through SacCT mail or directly at jdubois@csus.edu, include the course name or number (HRS ___) in the subject heading. I typically respond to student emails on Monday and Wednesday afternoons, and usually sometime end of week or weekend, as time allows. For queries that require immediate attention, please call or leave a voice mail at 278-5332. IMPORTANT: before contacting me by phone or email regarding an absence, which in many cases is not necessary, see the steps outlined above under "Absences.” IMPORTANT: During the first week you will also receive an account and build an e-portfolio at myefolio.com, where you can post the longer projects for this course. Both this semester and in the future, you will also be able to use the same e-portfolio to gather relevant assignments from other courses. For this course, you must submit a printed copy of the project elements, for grading, AND post a digital version of the assignment on myefoliol.com, to meet out-of-class completion deadlines and for eventual display to viewers outside the course.

Grading Policies

• Barring a genuine emergency that leads to extended absences, no make-ups are available for TRAs; but note that the lowest score is dropped, so missing one TRA will not in itself lower your grade.

• If you are absent during a team activity, you may still receive credit for turning in thorough notes when you return. If your absence is the result of a genuine emergency, illness, or some other compelling reason, which except for flu symptoms must be verified in writing by a medical or some other professional, you may receive full credit for that activity. (See above under “Absences” regarding procedure for submitting notes.)

• I generally do not accept rewrites of written assignments; however you may wish to show me preliminary drafts, submitted for review at least three days prior to the deadline. I DO accept late assignments during the term, but subtract 5% from your overall score for each class day late; I will however not accept late submissions for the final assignment. Assignments submitted via email to meet a deadline must be delivered in printed form at the next class, without which they will not be graded.

• If you have a disability that requires some accommodation, please contact me to discuss such accommodation within the first two weeks of the term. I consider extreme difficulty with social interaction and interpersonal communication a legitimate disability, which should be brought to my attention as soon as possible, since team work is such an integral part of the course. If you are unsure about whether you have a disability, I encourage you to speak with me and /or also to contact the Office of Services to Students with Disabilities (Lassen Hall 1008, 278-6955).

• I will generally elect severe penalties for academic dishonesty on tests and assignments: a ZERO SCORE for the assignment, and AN “F” FOR THE COURSE for a second offense. You are responsible for reading my comments regarding the importance of academic honesty in iFAQs, and for requesting clarification if there is anything you do not understand. You may also want to view the library’s on-line tutorial on plagiarism.

• Finally, if you need extra time to complete your work for the course, you must request an incomplete, listing in writing whatever assignments are still in progress; I will otherwise not accept a late assignments.
## September 1–10: Introduction

### Asia, Culture Repair & Team Based Learning

From this unit onward, all readings in this schedule must be completed by the day under which they are listed. This requirement is assessed via Team Reading Assessments, homework and End-of-Unit Challenges throughout the semester.

CAUTION: I reserve the right to make revisions to on-line materials prior to their discussion in class at the relevant point in the semester. Therefore **WAIT until that time to print out the Reading Guide** as well as other materials such as assignment guidelines.

*View —> Reading Guide & Homework Instructions <--Here*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tasks</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Sep 1</td>
<td>personal introductions &amp; open inquiry: “what is learning?” review of</td>
<td>• locate and explore this SacCt site (congrats on finding it!)</td>
</tr>
<tr>
<td></td>
<td>this course content site</td>
<td>• purchase course reader or books (see &quot;Required Sources&quot; in left side</td>
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<td></td>
<td>navigation bar)</td>
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<td></td>
<td></td>
<td>• check out <a href="http://www.csus.edu/sringeri">www.csus.edu/sringeri</a> (Sringeri Multi-Media Archive)</td>
</tr>
<tr>
<td>Thu, Sep 3</td>
<td>&quot;Start of Term Survey&quot; &amp; <strong>DUE BEFORE CLASS</strong>*</td>
<td>I. PRINT question #8–13 from &quot;Start of Term Survey&quot; and <em><strong>BRING TO CLASS</strong></em></td>
</tr>
<tr>
<td></td>
<td>&quot;MEET IN AIRC 3007**</td>
<td>II. BROWSE the MyEfolio web interface at <a href="http://www.myefolio.com">www.myefolio.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I. review of personal learning goals &amp; collection of individual student</td>
</tr>
<tr>
<td></td>
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<td>details for team formation</td>
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<tr>
<td></td>
<td></td>
<td>II. introduction to the MyEfolio web interface &amp; Culture Repair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment</td>
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<tr>
<td></td>
<td></td>
<td>III. locate Video &amp; Reading Guides (see top of page)</td>
</tr>
<tr>
<td>Tue, Sep 8</td>
<td>I. form teams &amp; take trial Team Readiness Assessment (TRA) individually &amp; in</td>
<td>I(a). VIEW &quot;Introductory Video&quot; &amp; &quot;Reading Guide&quot; (see top of page) to help you STUDY overviews for the trial TRA:</td>
</tr>
<tr>
<td></td>
<td>in groups</td>
<td>• Guiding Essay (in left side navigation bar): &quot;Introduction,&quot; &quot;Two Types of Culture&quot; &amp;</td>
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<tr>
<td></td>
<td></td>
<td>&quot;Dimensions &amp; Layers&quot;</td>
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<td></td>
<td></td>
<td>• Assignment &amp; Policies (in left side navigation bar)</td>
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<tr>
<td></td>
<td></td>
<td>• Schedule Overview (in left side navigation bar)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• &quot;Team-Based Learning: Group Work That Works&quot; (video)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schedule (this &amp; following pages)</td>
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</tbody>
</table>
OPTIONAL:

II. read Homework Instructions for trial Application Exercise

III. INDEPENDENTLY VIEW online accounts of Hmong shamanic traditions:
   - "Between Two Worlds: the Hmong in America" (documentary on YouTube – parts 1/2/3)
   - "Health Theatre in a Hmong Refugee Camp"

Thu, Sep 10

I. trial Experiential Activity (ExAct)

II. trial Application Exercises (ApEx)
(+ Q & A re: trial ApEx Homework)

BEGIN READING & ANNOTATING assigned **ONLINE** historical records (click links below to access) using these Homework Instructions & the Trial Homework Video Guide (see top of page).

1. "Possession by Changun" (YouTube)
2. "Video Introduction" & “Festivals: The Tsam Ceremony" (Asia Society web site)—> download in PDF format & print out
   + related IMAGES w/ CAPTIONS ONLY:
     Horned Garuda, Deer, White Old Man & Yellow Dharmapala

by midnight, Sun, Sep 13*
(in SacCT)

FINISH ANNOTATING & REVIEW the ABOVE assigned **ONLINE** historical records (click links above to access), oriented by the 2nd half of the Reading Guide & Trial Homework Video Guide, to prepare for the trial End-of-Unit Challenge.

IMPORTANT: annotations should include information about terms marked with asterisks (*) in the Reading Guide, which must be drawn from these **ONLINE** EB articles (click links below to access) and will be assessed in at least one of the multiple choice questions.

- **Asia**: "map of Asia & "Asia" (introductory "Article" section ONLY), "Shamanism" (free text, images & videos ONLY), "Vajrayana"

CAUTION: make sure that you use these links to access EB; going through the library's database page may lead to different material, which will likely confuse you when preparing for TRA.

CONSIDER additional materials for OPTIONAL trial Extra Credit ("20 points")

- "The Creatures, Objects, and Mysteries of Xg57H4y" (PPT --> or download)
  [if unable to view, download & install PowerPoint Viewer (PC/Mac)]
- "Xg57H4y Investigation Packet" (6.4 MB PDF)
# September 15–24: Unit 1a

**Ancient India** (15th century BCE – 2nd century CE)

Remember that all readings in this schedule must be completed by the day under which they are listed. This requirement is assessed via Team Reading Assessments, homework and End-of-Unit Challenges throughout the semester.

REMINDER: I reserve the right to make revisions to on-line materials prior to their discussion in class at the relevant point in the semester. Therefore **WAIT until that time to print out the Reading Guide** as well as other materials such as assignment guidelines.

*View —> Reading Guide & Homework Instructions for Unit 1a <—Here*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tasks</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Sep 15</td>
<td>TRA #1a (individually &amp; in teams)</td>
<td><strong>VIEW Video Guide &amp; ACCESS Reading Guide</strong> for Unit 1a to help you <strong>STUDY</strong> overviews for TRA #1a:</td>
</tr>
<tr>
<td></td>
<td>overview of Homework Instructions for Unit 1a (see link above)</td>
<td>• &quot;Two Views of History&quot; &amp; &quot;Analyzing the Details of Practice&quot; (see &quot;Guiding Essay&quot; in left–side navigation bar)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• information about the historical sources assigned for three upcoming class sessions (see Video Guide)</td>
</tr>
</tbody>
</table>

**BROWSE** on–line information regarding practices and events similar to experiential activities planned for upcoming class sessions:

"Transform Space Into Place" (YouTube video; see also City Repair website)

1. A. fire–making in primitive skills training programs: [1](#) | [2](#) | [3](#) mantras for a local fire ceremony (local temple web site)  
campfire songs & "Battle Hymn" by ManOWar
2. text sculptures: metal, stone & tile  
US Declaration of Independence & Bill of Rights  
"Principles of Solidarity" of the NYC General Assembly  
—> as sung by a choir in NYC
3. Griotic storytelling by Baba Jamal Koram (plus his website)  
summaries of the Sundiata Keita epic
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity &amp; Exercise</th>
<th>Homework Required</th>
</tr>
</thead>
</table>
| Thu, Sep 17| Experiential Activity & 1st Application Exercise | READ & (if assigned by team) BEGIN  
ANNOTATING this historical source using the Homework Instructions & Homework Video Guide for Unit 1a (see links above):  
VIEW the following videos to inform your reading of the above source:  
* "Altar of Fire" (YouTube, start at 6:35–10 mins)  
* &/OR* "Full Moon Offering" (video)  
(if unable to view, download & install Free RealPlayer) |
| Tue, Sep 22| Experiential Activity & 2nd Application Exercise | READ & (if assigned by team) BEGIN  
ANNOTATING this historical source using the Homework Instructions & Video Guide (see links above):  
2. "Edicts of the Mauryan Emperor Ashoka" (ASA: RDR, 12–16)  
VIEW the following images to inform your reading of the above source:  
* "Ashokan Pillar" (EB) & "Early Buddhist Worship" |
| Thu, Sep 24| Experiential Activity & 3rd Application Exercise | READ & (if assigned by team) BEGIN  
ANNOTATING this historical source using the Homework Instructions & Video Guide (see links above):  
[also posted on the Schedule of Readings access page]  
REVIEW images to inform your reading of the source:  
* "Altar of Fire" (YouTube, start at 6:35–10 mins)  
* &/OR* "Full Moon Offering" (video)  
(if unable to view, download & install Free RealPlayer) |
response in SacCT (req'd 1x/unit)

End-of-Unit Challenge 1a

- 10 multiple choice questions
- 1 reflection essay

FINISH & REVIEW NOTES/ANNOTATIONS for all three of the above historical sources, oriented by the 2nd half of the Reading Guide & Homework Video Guide (see links above), to prepare for the trial End-of-Unit Challenge 1a:

- *Rg Veda* (RDR, 5–11) [=MOO, 134–35, 137–39, 141–49]
- "*Altar of Fire*" (YouTube, 6:35–10 mins only; entire video optional)
- "&/OR* "*Full Moon Offering*" (video)
- "Edicts of the Mauryan Emperor Ashoka" (ASA: RDR, 12–16)
- "*Ashokan Pillar*" (EB) & "*Early Buddhist Worship*
- *Bhagavad Gita* 1–2.20, 11 (RDR, 17–24)

[also ON RESERVE]

IMPORTANT: annotations should include information about terms marked with asterisks (*) in Reading Guide 1a, which must be drawn from these **ONLINE** EB articles (click links below to access) and will be assessed in at least one of the multiple choice questions.

- "*India*" (1st six paragraphs), "*yajña,*" "*Indra,*" "*soma,*" "*Patna,*" "*Antiochus II Theos,*" "*Brahman,*" "*Krishna,*" "*Vishnu,*" "*Kurukshetra,*" "*Brahma,*" "*Rudra,*" "*Aditi,*" "*yoga*"

WARNING: make sure that you use these links to access EB; going through the library's database page may lead to different material, which will likely confuse you when preparing for TRA.
## Sep 29 – Oct 8: Unit 1b

**The Classical Period of Medieval India (3rd – 10th century CE)**

Again, remember all readings must be completed by the day under which they are listed, as assessed via Team Reading Assessments, homework and End-of-Unit Challenges throughout the semester.

REMINDER: I reserve the right to make revisions to on-line materials prior to their discussion in class at the relevant point in the semester. Therefore **wait until that time to print out the Reading Guide** as well as other materials such as assignment guidelines.

*View —> Reading Guide & Homework Instructions for Unit 1b <—Here*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tasks</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Tue, Sep 29</td>
<td>TRA #1b (individually &amp; in teams)</td>
<td><strong>View</strong> Video Guide &amp; <strong>ACCESS</strong> Reading Guide for Unit 1b to help you <strong>STUDY</strong> overviews for TRA #1b:</td>
</tr>
<tr>
<td></td>
<td>overview of Homework Instructions for Unit 1b (see link above)</td>
<td>• &quot;Dimensions &amp; Layers&quot; &amp; &quot;Analyzing the Details of a Social Web&quot; (see &quot;Guiding Essay&quot; in left-side navigation bar)</td>
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<td>• information about the historical sources assigned for three upcoming class sessions (see Video Guide)</td>
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<td><strong>BROWSE</strong> on-line information regarding practices and events similar to experiential activities planned for upcoming class sessions:</td>
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<td>&quot;Transform Space Into Place&quot; (YouTube video; see also City Repair website)</td>
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<td></td>
<td>1. a scene from &quot;Arabian Nights&quot; synopsis of <em>The Red Tent</em> 8 Street Theatre's &quot;Outside Mullingar&quot;</td>
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<td>2. mural of Jesus on the Mount of Olives</td>
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<td>3. Jewish stories of Divine Power by Diane Wolkstein</td>
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<td></td>
<td>a Modern Hopi story by Leslie Marmon Silko</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tale of an Immortal by a modern Daoist master</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[start at 7:00 minutes]</td>
</tr>
<tr>
<td>Thu, Oct 1</td>
<td>Experiential Activity &amp; 1st Application</td>
<td><strong>READ</strong> &amp; (if assigned by team) <strong>MAKE A CONCEPT MAP</strong> for this historical source using the</td>
</tr>
</tbody>
</table>
Exercise

HOMEWORK REQUIRED:
- concept map & notes on Reading Guide (req'd 2x/unit)

*OR*
- pre-class reading response in SacCT (req'd 1x/unit)

READ & (if assigned by team) MAKE A CONCEPT MAP for this historical source using the Homework Instructions & Video Guide (see links above):

2. "...The Large Relief at Mamallapuram"
   (ASA: RDR, 52–58)
   (+ photo of the entire monument)

VIEW relevant images to inform your reading of the source:
- "Classical Buddhist Icons, Hindu Counterparts, & their Homes" (or download)
  [if unable to view, download & install PowerPoint Viewer (PC/Mac)]

Tue, Oct 6
Culture Repair Project
*Planning Worksheet* for Unit 1 (PDF/MS Word)
DUE beginning of class

Experiential Activity & 2nd Application Exercise

HOMEWORK REQUIRED:
- annotations in RDR & notes on Reading Guide (req'd 2x/unit)

*OR*
- pre-class reading response in SacCT (req'd 1x/unit)

Thu, Oct 8
Experiential Activity & 3rd Application Exercise

HOMEWORK REQUIRED:
- concept map & notes on Reading Guide (req'd 2x/unit)

*OR*

READ & (if assigned by team) MAKE A CONCEPT MAP for this historical source using the Homework Instructions & Video Guide (see links above):

3. selections from ...the Sanskrit Puranas
   (ASA: RDR, 48–51)
   (plus download missing page 42)

VIEW relevant images to inform your reading of the above source:
- "Classical Buddhist Icons, Hindu
pre-class reading response in SacCT (req'd 1x/unit)

Counterparts, & their Homes" (or download)
[if unable to view, download & install PowerPoint Viewer (PC/Mac)]

by midnight, Sun, Oct 11*
(in SacCT)

End-of-Unit Challenge 1b

- 10 multiple choice questions
- 1 reflection essay

FINISH & REVIEW NOTES/CONCEPT MAPS for all three of the above historical sources, oriented by the 2nd half of the Reading Guide & Homework Video Guide (see links above), to prepare for the trial End-of-Unit Challenge 1b:

- "...The Large Relief at Mammalapuram" (ASA: RDR, 52–58)
  (+ photo of the entire monument)
- selections from *...the Sanskrit Puranas* (ASA: RDR, 48–51)
  (plus download missing page 42)
- "Classical Buddhist Icons, Hindu Counterparts, & their Homes"

REMINDER: annotations should include information about terms marked with asterisks (*) in Reading Guide 1b, which must be drawn from these **ONLINE** EB articles (click links below to access) and will be assessed in at least one of the multiple choice questions.


FINAL WARNING: make sure that you use these links to access EB; going through the library's database page may lead to different material, which will likely confuse you when preparing for TRA.
### October 13–22: Unit 2a

**The Classical Period of Ancient China** (15th century BCE – 2nd century CE)

REMINDER: Complete readings by the day under which they are listed, and wait until discussion of readings in class to print out the Reading Guide and assignment guidelines.

*View —> Reading Guide & Homework Instructions for Unit 2a <— Here*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tasks</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Oct 13</td>
<td>Culture Repair Project</td>
<td><strong>VIEW Video Guide &amp; ACCESS Reading Guide</strong> for Unit 2a (see links above) to help you <strong>STUDY</strong> overviews for TRA #2a:</td>
</tr>
<tr>
<td></td>
<td><em>Event Report</em> for Unit 1</td>
<td>• &quot;The Dynamic, Unseen Element&quot; &amp; &quot;Dimensions &amp; Layers&quot; (in Guiding Essay)</td>
</tr>
<tr>
<td></td>
<td>DUE beginning of class, with worksheet attached</td>
<td>• information about the historical sources assigned for three upcoming class sessions (see Video Guide)</td>
</tr>
<tr>
<td></td>
<td>TRA #2a (individual &amp; team)</td>
<td><strong>BROWSE</strong> on-line information regarding practices and events similar to experiential activities planned for upcoming class sessions:</td>
</tr>
<tr>
<td></td>
<td>overview of Homework Instructions for Unit 2a (see link above)</td>
<td>A. Greater Good Science Center (web site)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>six habits of happiness &amp; overview of the organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. aerial map of CA state capitol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>zoom in to see &quot;secret&quot; courtyards&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sculpted Mexican &amp; Native state seals</td>
</tr>
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<td></td>
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<td>Masonic symbols in the state capitol (video)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Mount Shasta religions &amp; legends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;The Mystique of the Magic Mountain&quot; (audio &amp; slides)</td>
</tr>
</tbody>
</table>

Thu, Oct 15  Experiential Activity & 1st Application Exercise

**HOMEWORK REQUIRED:**

- annotations in RDR & notes on Reading Guide (req’d 2x/unit)
- *OR*
  - pre-class reading response in SacCT (req’d 1x/unit)

Thu, Oct 20  Experiential Activity & READ & (if assigned by team) BEGIN ANNOTATING

1. selections from The Analects & Chuang Tzu (RDR, 61–71)
   
   [= MOO, 388–95, 399–403, 407–15]

**VIEW** relevant images to inform your reading of the above sources

- "Chinese Tombs & Ancient Views of the Afterlife"

   [if unable to view, download & install PowerPoint Viewer (PC/Mac)]
Tue, Oct 20  Experiential Activity & 2nd Application Exercise

HOMEWORK REQUIRED:

- annotations in RDR & notes on Reading Guide (req’d 2x/unit)
- *OR*
  - pre-class reading response in SacCT (req’d 1x/unit)

READ & (if assigned by team) BEGIN ANNOTATING this historical source using the Homework Instructions & Video Guide (see links above):

  2. "A Magic Army for the Emperor" (ASA: RDR, 72–80)

VIEW relevant images to inform your reading of the above sources

- "Chinese Tombs & Ancient Views of the Afterlife"
  [if unable to view, download & install PowerPoint Viewer (PC/Mac)]

Thu, Oct 22  Experiential Activity & 3rd Application Exercise

HOMEWORK REQUIRED:

- annotations in RDR & notes on Reading Guide (req’d 2x/unit)
- *OR*
  - pre-class reading response in SacCT (req’d 1x/unit)

READ & (if assigned by team) BEGIN ANNOTATING this historical source using the Homework Instructions & Video Guide (see links above):

  3. "Record of the Feng & Shan Sacrifices" (RAP: RDR, 81–85)

VIEW links to relevant images to inform your reading of the source:

- "Chinese Tombs & Ancient Views of the Afterlife"
  [if unable to view, download & install PowerPoint Viewer (PC/Mac)]

by *midnight, Sun, Oct 25* (in SacCT)

End-of-Unit Challenge 2a

FINISH & REVIEW NOTES/CONCEPT MAPS for all three of the above historical sources, oriented by the 2nd half of the Reading Guide & Homework Video Guide (see links above), to prepare for the trial End-of-Unit Challenge 2a:

- 10 multiple choice questions
- 1 reflection essay

REMINDER: include information about terms marked with asterisks (*) in Reading Guide 2a, drawn from these "ONLINE" EB articles (click links below to access) and assessed in at least one multiple choice question.

- "Zhou dynasty," "Lu," "tian," "dao"
  ("Meanings" section ONLY), "yinyang," "Qin tomb," "Xi’an" ("History" section ONLY), "Huangdi," "Luoyang"
## Oct 27 – Nov 5: Unit 2b

### Medieval China (3rd – 10th century CE)

**FINAL REMINDER:** Complete readings by the day under which they are listed, and wait until discussion of readings in class to print out the Reading Guide and assignment guidelines.

*View —> Reading Guide & Homework Instructions for Unit 2b <--Here*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tasks</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Oct 27</td>
<td>TRA #2b (individual &amp; team)</td>
<td><strong>VIEW Video Guide &amp; ACCESS Reading Guide for Unit 2b</strong> to help you STUDY overviews for TRA #2b:</td>
</tr>
<tr>
<td></td>
<td>excerptsoverview of Homework Instructions</td>
<td>• &quot;Describing the Unseen,&quot; &amp; &quot;Dimensions &amp; Layers&quot;</td>
</tr>
<tr>
<td></td>
<td>for Unit 2b (see link above)</td>
<td>[+ review &quot;The Dynamic, Unseen Element&quot;]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• information about the historical sources assigned for three upcoming class sessions (see Video Guide)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BROWSE</strong> on–line information regarding practices and events similar to experiential activities planned for upcoming class sessions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. visualizing body chemistry</td>
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<tr>
<td></td>
<td></td>
<td>(animation from &quot;What the Bleep Do We Know&quot;)</td>
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<tr>
<td></td>
<td></td>
<td>&amp; Qi Gong &amp; Tai Chi</td>
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<td>2. nature connection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(traditions of the &quot;Wilderness Awareness School&quot;)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. studying the letters of Thomas Jefferson &amp; Benjamin Franklin</td>
</tr>
<tr>
<td>Thu, Oct 29</td>
<td>Experiential Activity &amp; 1st Application Exercise</td>
<td><strong>READ &amp; (if assigned by team) MAKE A CONCEPT MAP</strong> for this historical source using the Homework Instructions &amp; Video Guide for Unit 2b (see links above):</td>
</tr>
<tr>
<td></td>
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<td>1. &quot;Body Gods &amp; Inner Vision: the Scripture of the Yellow Court&quot;</td>
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<tr>
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<td></td>
<td>(RAP: RDR, 89–92)</td>
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<td><strong>VIEW</strong> the following video to inform your reading of the above sources:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• &quot;Master Zhuang&quot; (Youtube video)</td>
</tr>
<tr>
<td>Tue, Nov 3</td>
<td>Culture Repair Project &quot;Planning Worksheets I &amp; II&quot; for Unit1 (PDF/MS Word)</td>
<td><strong>READ &amp; (if assigned by team) MAKE A CONCEPT MAP</strong> for this historical source using the Homework Instructions &amp; Video Guide (see links above):</td>
</tr>
<tr>
<td></td>
<td>DUE beginning of class</td>
<td>2. &quot;Three Poets: T’ao Ch’ien&quot; [selections] (RDR, 93–101)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>VIEW</strong> relevant images to inform your reading of the</td>
</tr>
</tbody>
</table>
HOMEWORK REQUIRED:

- annotations in RDR & notes on Reading Guide (req'd 2x/unit)
- *OR*
  - pre-class reading response in SacCT (req'd 1x/unit)

Thu, Nov 5

Experiential Activity & 3rd Application Exercise

HOMEWORK REQUIRED:

- concept map & notes on Reading Guide (req'd 2x/unit)
- *OR*
  - pre-class reading response in SacCT (req'd 1x/unit)

READ & (if assigned by team) MAKE A CONCEPT MAP for this historical source using the Homework Instructions & Video Guide (see links above):

3. "Wang Xizhi and Calligraphic Gentrification" (ASA: RDR, 102–8)

REVIEW relevant images to inform your reading of the above source:

- "Master Zhuang" (Youtube video)
- "Buddhas & Bodhisattvas in China" (or download) [if unable to view, download & install PowerPoint Viewer (PC/Mac)]

by midnight, Sun, Nov 8* (in SacCT)

End-of-Unit Challenge 2b

FINISH & REVIEW NOTES/CONCEPT MAPS for all three of the above historical sources, oriented by the 2nd half of the Reading Guide & Homework Video Guide (see links above), to prepare for the trial End-of-Unit Challenge 2b:

- "Body Gods & Inner Vision: The Scripture of the Yellow Court" (RAP: RDR, 89–92)
- "Master Zhuang" (Youtube video)
- "Buddhas & Bodhisattvas in China" (or download) [if unable to view, download & install PowerPoint Viewer (PC/Mac)]
- "Wang Xizhi and Calligraphic Gentrification" (ASA: RDR, 102–28)

REMINDER: include information about terms marked with asterisks (*) in Reading Guide 2b, drawn from these **ONLINE** EB articles (click links below to access) and assessed in at least one multiple choice question.

## November 10–19: Unit 3a

### Pre-Historic & Early Medieval Tibet & Southeast Asia (1st – 12th century CE)

*View —> Reading Guide & Homework Instructions for Unit 3a <—Here*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tasks</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Tue, Nov 10 | Culture Repair Project *Event Report* for Unit 1 DUE beginning of class, with worksheet attached TRA #3a (individual & team) overview of Homework Instructions for Unit 3a (see link above) | VIEW Video Guide & ACCESS Reading Guide for Unit 3a (see links above) to help you STUDY overviews for TRA #3a:  
  - "Review of Analytical Concepts" (PDF)  
  - information about the historical sources assigned for three upcoming class sessions (see Video Guide)  
  
BROWSE on-line information regarding practices and events similar to experiential activities planned for upcoming class sessions:  
1. touring Monument Valley & Canyon de Chelly inside a Mormon Temple | other LDS temples  
2. Sufi Muslims gather for dhikr (repetition of the names of Allah)  
3. one students’ explanation of Jewish Midrash |
| Thu, Nov 12  | Experiential Activity & 1st Application Exercise                      | READ & (if assigned by team) BEGIN ANNOTATING &/or CONCEPT MAPPING this historical source using the Homework Instructions & Homework Video Guide for Unit 3a (see links above):  
  1. "Excerpts from Borobudur" (ASA: RDR, 111–18)  
  
VIEW relevant images to inform your reading of the above sources:  
  - "Buddhist Worlds of Southeast Asia & the High Himalayas" (or download) [compare with images from "Classical Buddhist Icons..."] |
Tue, Nov 17  Experiential Activity &  
2nd Application 
Exercise 

HOMEWORK 
REQUIRED: 
• annotations in 
RDR &/or 
concept map + 
notes 
(req'd 2x/unit) 

*OR* 
• pre-class 
reading response 
in SacCT (req'd 
1x/unit) 

READ & (if assigned by team) BEGIN ANNOTATING 
&/or CONCEPT MAPPING this historical source 
using the Homework Instructions & Video Guide 
(see links above): 

2. "The Royal Way of Supreme 
Compassion" (RAP: RDR, 119–22) 

VIEW relevant images to inform your reading of the 
above source: 

• "Buddhist Worlds of Southeast Asia & the 
High Himalayas " (or download) [compare with 
images from "Classical Buddhist Icons..." ]

Thu, Nov 19  Experiential Activity &  
3rd Application 
Exercise 

HOMEWORK 
REQUIRED: 
• annotations in 
RDR &/or 
concept map + 
notes 
(req'd 2x/unit) 

*OR* 
• pre-class 
reading response 
in SacCT (req'd 
1x/unit) 

READ & (if assigned by team) BEGIN ANNOTATING 
this historical source using the Homework 
Instructions & Video Guide (see links above): 

3. "Auspicious Things" (RAP: RDR, 123–30) 

VIEW relevant images to inform your reading of the 
above source: 

• "Buddhist Worlds of Southeast Asia & the 
High Himalayas " (or download) [compare with 
images from "Classical Buddhist Icons..." ]

by *midnight, 
Sun, Nov 22* 
(in SacCT) 

End–of–Unit Challenge 
3a 

• 10 multiple 
choice questions 
• 1 reflection 
essay 

FINISH & REVIEW NOTES/CONCEPT MAPS for all 
three of the above historical sources, oriented by 
the 2nd half of the Reading Guide & Homework 
Video Guide (see links above), to prepare for the 
trial End–of–Unit Challenge 3a. 

NOTE: terms marked with asterisks (*) in Reading 
Guide 3a, to be assessed in at least one multiple 
choice question, are found in these EB articles: 

• "nirvana," "bodhisattva," "Mount Meru," 
"sunyata," "Vajrayana Buddhism," "Tara," 
"The Life of the Buddha" (7 paragaphs ONLY)
**December 1–10: Unit 3b**

**Unit 3b: Pre–Historic & Early Medieval Korea & Japan (1st – 12th century CE)**

*View —> Reading Guide & Homework Instructions for Unit 3a <—Here*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tasks</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Dec 1</td>
<td>TRA #3b (individual &amp; team) overview of Homework Instructions for Unit 3b (see link above)</td>
<td><strong>VIEW Video Guide &amp; ACCESS Reading Guide</strong> for Unit 3b (see links above) to help you <strong>STUDY</strong> overviews for TRA #3b:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• &quot;Review of Analytical Concepts&quot; (REVIEW PDF)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• information about the historical sources assigned for three upcoming class sessions (see Video Guide)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BROWSE</strong> on–line information regarding practices and events similar to experiential activities planned for upcoming class sessions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. &quot;construction ministry&quot; in the US: <a href="#">video</a> &amp; <a href="#">web site</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; history of <a href="#">The Queen's Chapel</a> in London</td>
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<tr>
<td></td>
<td></td>
<td>2. <a href="#">Capitol Fellows Program</a> &amp; one insider's views of activities at the <a href="#">California Capitol</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. a <a href="#">forest monastery</a> near San Diego</td>
</tr>
</tbody>
</table>

| Thu, Dec 3  | Experiential Activity & **1st Application Exercise**                  | **READ** & (if assigned by team) **BEGIN ANNOTATING &/OR CONCEPT MAPPING** this historical source using the Homework Instructions & Homework Video Guide for Unit 3a (see links above): |
|             |                                                                       |   1. "Ise Jingu" & "Proclamation of the Emperor Shomu" ([ASA: RDR, 133–42](#)) |
|             |                                                                       | **VIEW** the following images to inform your reading of the above sources: |
|             |                                                                       |   • "Inner Shrine" & "Outer Shrine" ([EB images](#))                       |

| Tue, Dec 8  | Experiential Activity & **2nd Application Exercise**                  | **READ** & (if assigned by team) **BEGIN ANNOTATING &/OR CONCEPT MAPPING** this historical source using the Homework Instructions & Video Guide (see links above): |
|             |                                                                       | **HOMEWORK REQUIRED:**                                                     |
|             |                                                                       |   • annotations in RDR &/or concept map + notes (req'd 2x/unit)              |
|             |                                                                       |   *OR*                                                                     |
|             |                                                                       |   • pre–class reading response in SacCT (req'd 1x/unit)                     |
HOMEWORK REQUIRED:

- annotations in RDR &/or concept map + notes (req'd 2x/unit)

*OR*
- pre-class reading response in SacCT (req'd 1x/unit)

2. The *Pillow Book* (RDR, 143–53)
   [=MOO, 625–45]

VIEW relevant images to inform your reading of the above source:

- "Temples & Icons of Japan" (or download) & Todai temple (EB image)
  [compare with images from "Classical Buddhist Icons..."]
- "Inner Shrine" & "Outer Shrine" (EB images)

Thu, Dec 10

Culture Repair Project

*Planning Worksheets I & II*

for Unit 3 (PDF/MS Word)

DUE beginning of class

Experiential Activity & 3rd Application Exercise

HOMEWORK REQUIRED:

- annotations in RDR &/or concept map + notes (req'd 2x/unit)

*OR*
- pre-class reading response in SacCT (req'd 1x/unit)

READ & (if assigned by team) BEGIN ANNOTATING this historical source using the Homework Instructions & Video Guide (see links above):

3. *Life in a Ten-Foot Square Hut* (RDR, 154–0)
   [=MOO, 690–702]

REVIEW relevant images to inform your reading of the above source:

- "Temples & Icons of Japan" (or download) & Todai temple (EB image) [compare with images from "Classical Buddhist Icons..."]
- "Inner Shrine" & "Outer Shrine" (EB images)

by *midnight, Sun, Nov 22* (in SacCT)

End-of–Unit Challenge 3b

- 10 multiple choice questions
- 1 reflection essay

FINISH & REVIEW NOTES/CONCEPT MAPS for all three of the above historical sources, oriented by the 2nd half of the Reading Guide & Homework Video Guide (see links above), to prepare for the trial End-of–Unit Challenge 3b.

NOTE: terms marked with asterisks (*) in Reading Guide 3b, to be assessed in at least one multiple choice question, are found in these EB articles:

December 15–19: Finals Week

Finals Week: The Future of Culture

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tasks</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Tue, Dec 15, 3–5 pm (view finals week schedule) | End–of–Term Challenge  
- *20* multiple choice questions, drawn from previous TRAs & Unit Challenges  
Culminating Application Exercise  
(*HOMEWORK COLLECTED*  
**FOUR SEPARATE PAGES**, neatly written or typed) | REVIEW IN DEPTH:  
TRA & End–of–Unit Challenge questions from Units 1a–3b  
unit 1 & 2 practice instructions & background materials  
PREPARE HOMEWORK addressing the Final Scenario  
(**FOUR SEPARATE PAGES**, neatly written or typed)  
--> **TO BE COLLECTED**  
TAKE A BREAK to laugh (and cry) at "What Would Jesus Buy?" (trailer | full movie) |
| Thu, Dec 17 | Culture Repair Project  
*Final Event Report*  
DUE @ MND 2016 with worksheet & both prior reflections attached | no meeting --> but I'll be in 10 am – 12 pm, 1–3 pm  
(email me to make alternative arrangements if these times don't work)  
**IMPORTANT: if you don't plan to keep or sell your course reader, rather than recycling it you can DONATE IT TO ME and I'll raffle it off to a student next year.** |
| Fri, Dec 19 | FINAL Peer Evaluation & END OF TERM SURVEY  
DUE **by midnight** | Check the navigation bar in SacCT under "Communication"  
For follow–up reading re: the future of culture, see the "For Lifelong Learning" section of my home page.|

WARNING: Barring submission of a petition for an incomplete and in contrast to my late policy during the semester, no assignments or papers will be accepted after Thursday, December 17.

Also, if you wish to retrieve the printed versions of your final Culture Repair Project with comments, please attach a self-addressed stamped envelope with sufficient postage for 3 ounces (currently ~$0.76 or two first-class stamps). Projects submitted without an envelope will receive only minimal comments and eventually be recycled (not shredded).

**IMPORTANT: if you don't plan to keep or sell your course reader, rather than recycling it you can DONATE IT TO ME and I'll raffle it off to a student next year.**