1/25: Goals, structure, and themes of the course: textual vs. archaeological approaches to Buddhism; monastic purity vs. “vulgar practices” of the laity; from relic to image; methodological sampling.
READ: extract from Mahaāparinibbāna-sutta (handout)

2/1: The three jewels: Basic teachings, institutional organization, and historical context of early Buddhism (class presentations/discussion)
READ: Richard Gombrich, Theravada Buddhism: A Social History from Ancient Benares to Modern Colombo, chapters 1-5 (pp. 1-136)

2/8: Settlement archaeology: India’s “second urbanization” and the experience of dukkha (class presentations/discussion)
READ: F.R. Allchin et al., The Archaeology of Early Historic South Asia: The Emergence of Cities and States, Part II, pp. 75-183.
Trevor Ling, “Monarchy, the City and Individualism,” ch. 4 of The Buddha: Buddhist Civilization in India and Ceylon, pp. 50-63 (Moodle)
Colin Renfrew and Paul Bahn, “How were Societies Organized? Social Archaeology”, pp. 165-174 in Archaeology: Theories, Methods, and Practice (Moodle)
*Sign up for individual meetings next week (to discuss possible research paper topics)

*2/15: The vihara: Monastic life, normative literature, and the archaeological record (group exercise/discussion)
READ: Mohan Wijayaratna, Buddhist Monastic Life (entire book)
Susan Huntington, The Art of Ancient India, pp. 74-85; 100-104; 163-174 (Moodle)
Vinaya extract on the uposatha and patimokkha (Moodle)
*Paper #1 assigned

2/22: Deya-dhamma: Lay and monastic interaction as revealed through donative inscriptions (group exercise/discussion)
READ: Vidya Dehejia, “The Collective and Popular Basis of Early Buddhist Patronage” (Moodle)
Gregory Schopen, “Two Problems in the History of Indian Buddhism: The Layman/Monk Distinction and the Doctrines of the Transference of Merit”, and “Filial Piety and the Monk in the Practice of Indian Buddhism” in Bones, Stones, and Buddhist Monks, pp. 23-71
Gregory Schopen, “The Ritual Obligations and Donor Roles of Monks in the Pali Vinaya” in Bones, Stones, and Buddhist Monks, pp. 72-85.

*2/25Friday: Paper #1 due (Friday; no class)
3/1: The cult of bodily relics (sarira, dhatu): Theological and Ritual considerations (class presentations/discussion)
READ: Michael Willis, Buddhist Reliquaries from Ancient India, pp. 12-17. (Moodle)
A.B. Griswold, Wat Pra Yun Reconsidered, xeroxed excerpts, pp. 10-14; 21-23; 27; 40-44. (Moodle)
brief excerpt from Gregory Schopen, “Ritual Rights and Bones of Contention: More on Monastic Funerals and Relics in the Mulasarvastivada-vinaya”, pp. 45-48, on the death of Sariputra and the disposition of his relics (Moodle)
Mahaparinibbana Sutta, recitations 5 & 6 (Walshe, Thus Have I Heard, pp. 262-277) (Moodle)

3/4-3/21: SPRING BREAK

*3/22: The stupa: relics, architecture, and cosmology (class presentations/discussion)
READ: Gregory Schopen, “On the Buddha and his Bones” and “An Old Inscription from Amarasvati”, in Bones, Stones, and Buddhist Monks, pp. 148-203.
Michael Willis, Buddhist Reliquaries from Ancient India, pp. 17-23 (Moodle)
Susan Huntington, The Art of Ancient India, pp. 61-63; 91-100. (Moodle)
“Stupas and their Relic Deposits”, from Elizabeth Errington et al., The Crossroads of Asia: transformation in image and symbol in the art of ancient Afghanistan and Pakistan pp. 172-197 (Moodle)
paper #2 assigned

*3/25 Friday: Proposal and preliminary bibliography for Paper #3 due (Friday; no class)

3/29: Sculptural ornament and iconography: Buddhism and the cult of yaksas (class presentations/discussion)
A.K. Coomaraswamy, Yakshas, excerpts (Moodle)
F.D.K. Bosch, The Golden Germ, excerpts. (Moodle)
Andre Grabar, Christian Iconography, excerpts. (Moodle)

*4/1 Friday: Paper #2 due (Friday; no class)

4/5: Coins and Numismatics: Money, religion, and politics (laboratory session—location TBA)
4/12: Early Narrative Sculpture: ‘aniconism’, pilgrimage, and ‘multivalent emblems’. *(class presentations/discussion)*

**READ:**


4/19: From Relic cult to Image cult *(class presentations/discussion)*

**READ:**


4/26: Buddhism and the State: the enigma of Asoka’s dhamma *(class presentations/discussion)*

**READ:**

- N.A.Nikam and Richard McKeon, trs., *The Edicts of Asoka* (Moodle)
- Frank Reynolds, “The Two Wheels of Dhamma: a Study of Early Buddhism” (Moodle)

5/3: Presentation of research projects

*5/11: Research papers due (Tuesday; no class)*

**Course Description:**

This seminar investigates the archaeology and social history of early Indian Buddhism, from its origins in the sixth and fifth centuries BC through the period of the Kushan empire (first to third centuries AD). The course begins with an introduction to the basic teachings of Buddhism as presented in canonical texts, and consideration of the organization and functioning of the early Buddhist community or sangha. The focus of investigation then shifts to the popular practice of Buddhism in early India, and the varied forms of interaction between lay and monastic populations. Although canonical texts also provide important data, primary emphasis is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include: the architectural setting of Buddhist monastic ritual, the cult of the Buddha’s relics, the Buddhist appropriation and reinterpretation of folk religious practices, the rise and spread of image worship, and Buddhism in the service of the early Indian state.
1. Course format

For most weeks, the seminar will take the format of CLASS PRESENTATIONS AND DISCUSSION. For sessions in this format, the topic will be briefly introduced at the end of class the week before, and you will be given detailed written instructions for the assignment. Typically, these assignment handouts will explain the general problems we will be addressing in the session, and then divide these problems into aspects or components to be assigned to various members of the seminar. Some additional readings will be indicated under each assigned aspect of the problem; these are not required for the entire class, but only for those individuals working on the problem in question. In most cases, you will work on these assignments in small groups; this small-scale collaboration is essential to the success of the seminar, as prior discussion of the problems will help develop your understanding (and also help identify unresolved problems that need to be addressed by the whole group). Each group will be required to bring a brief written statement summarizing their findings for distribution in class before the presentation. The group will be given a brief period (5 minutes) to present their findings to the class, followed by several minutes for other members of the seminar to ask clarificatory questions. After all presentations are completed, a period of general round-table discussion will follow.

Several sessions will take the form of GROUP EXERCISE AND DISCUSSION. One of these sessions will focus on the connections between money, religion, and politics as revealed through the direct study of actual examples of ancient Indian coins. For two other sessions, necessary materials (xeroxed excerpts from canonical texts, inscriptions, site plans, architectural drawings, etc.) will be distributed one week in advance, and you will be charged with a clearly defined problem that can be approached through analysis of this material. It will be necessary to begin digesting and analyzing this material on your own during the week before class. Then, in class, we will divide into two or more smaller working groups to continue working collectively toward a resolution of the problem. After working collectively on the problem for some period, each group will present a progress report to the rest of the class, and then return with vision refreshed by the group’s feedback. After a further period of work, there will be final presentations and general discussion. Our ultimate concern in these exercises will be as much with methodology as with the substance of the specific problems.

2. Classroom etiquette:

- please arrive on time
- please turn off your cell phone before you come into the classroom
- please do not get up and leave the room before class is over (except during the break)
- if you bring food or beverages, please throw your trash away when class is over

3. Written assignments

You will have a total of four writing assignments, 2 short essays (no more than 3-5 concise, tightly written pages), a proposal (about 2 pages) and preliminary bibliography (at least 1 page) for a longer, problem-oriented research project, and the final research paper itself (8-12 pages). The research paper is to be on a topic of your choice, developed in discussion with me. All papers are due by 5:00pm on the due date, and may be submitted either in hard copy (placed under my office door or in my mailbox in the department office, which is upstairs in the Zilkha Gallery building; inside the glass doors – do not use the boxes on the table outside), or electronically, as an email attachment. IF SUBMITTING ELECTRONICALLY, PLEASE use either PDF or RTF format. Please note that all papers are to be printed/formatted in a 12 pt. font, double-spaced, with 1-inch margins, and pages numbered. Work that does not adhere to these guidelines will be returned with a letter grade but with no comments or suggestions.

Paper #1: 3-5 pages, Due Friday, February 25th. Analysis of the ritual use of space, by members of the monastic community and by the laity, at the chaitya hall at Karli. This paper will be based on your synthesis of three different categories of evidence: the physical evidence of the hall (its spatial layout and siting; prescriptions of the Pali vinaya or monastic code; and the epigraphic evidence of donative inscriptions. This paper will follow upon the two group exercises on Feb. 15th and 22nd.
Paper #2: 3-5 pages, due Friday, April 1. Iconographic analysis of a single sculptural relief, discussing its functions in the larger work of architecture or object which it adorns, and assessing it as evidence of the Buddhist appropriation and reinterpretation of folk religious practices. This paper will be based on your in-class presentation on March 28.

Paper #3: Individual meeting to discuss possible research topics, week of February 14th.
Proposal and preliminary bibliography due, Friday, March 25
In-class presentation: Tuesday, May 3
Final paper due Tuesday, May 11.

4. Evaluation and Grading:
For the criteria used to evaluate your written work, see the attached page, “Criteria for Grading of Papers”. In addition to your written work, the level and quality of your participation in this seminar will also be graded. “Participation” is broken into two categories: attendance and contribution. If you have perfect attendance and miss no classes, you will receive an “A+” for attendance. If you miss one class (for whatever reason), you will receive a “B –”. If you miss two or more classes, you will receive an “F” for attendance. If this sounds draconian, please remember that one class of a seminar equals an entire week, or approximately 1/12th of the semester. “Contribution” refers to both the frequency and the quality of your in-class contributions to the success of the seminar – which includes both formal presentations and discussion. Every member is expected to prepare carefully for each week’s activity — whether that involves discussion, presentations, or a group exercise — and to remain focused, engaged, and responsive to the contributions of other members of the seminar.

Your final grade for the course will be calculated according to the following formula:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Contribution</td>
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<tr>
<td>Essay #1</td>
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<tr>
<td>Essay #2</td>
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<tr>
<td>Research Project</td>
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<tr>
<td>Proposal/bibliography</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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5. Assigned Readings: Assigned readings for the course include five books, which are available for purchase at Broad Street Books. There are additionally a number of required readings that take the form of articles, chapters, or brief excerpts from books, and which are available on Moodle.

The books available for purchase are:

- Richard Gombrich, *Theravada Buddhism: A Social History from Ancient Benares to Modern Colombo*
- Mohan Wijayaratna, *Buddhist Monastic Life According to the Texts of the Theravada Tradition*
- Gregory Schopen, *Bones, Stones, and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India*
- F.R. Allchin et al. *The Archaeology of Early Historic South Asia: The Emergence of Cities and States.*

One copy of each required textbook will be available on reserve in the ART LIBRARY (not at Olin).

Also available at the Art Library reserve desk are copies of any additional books (as opposed to Moodle readings) that are recommended for individual class presentation assignments, as well as a number of handy sources for reference (see attached Reserve Reading List).
6. **Policy on extensions**: There will be no extensions given for any paper, except in the case of a medical or personal emergency supported by a letter from your class dean. If papers are turned in after the due date, your grade will be reduced by one letter grade for each day or fraction of a day that the paper is late.

7. **Honor Code and Plagiarism**: Please be sure you have read and understood the section in the current *Student Handbook* describing the Honor Code and Plagiarism. In particular, pay special attention to the section on plagiarism, which describes the acceptable ways of quoting, paraphrasing, and citing the works of others, and acknowledging the ideas of others. Any suspected violations of the honor code will be reported to the Honor Board. If you have questions about how the honor code applies to this class, please do not hesitate to ask.

8. **Students with Disabilities**: It is the policy of Wesleyan University to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible, so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at: [http://www.wesleyan.edu/deans/disability-students.html](http://www.wesleyan.edu/deans/disability-students.html)
Criteria for Grading of Papers

A/A-: Excellent in all or nearly all aspects. The interest of the reader is engaged by the ideas and presentation. Effective organization and writing. Paper marked by originality of ideas.

B+: Clear argument, clear writing, good evidence, appropriate response to assignment.

B/B-: Technically competent, with perhaps a lapse here and there. The thesis is clear, properly limited, and reasonable, and the prose is generally good but not distinguished. Use of evidence is sufficient.

C+/C: A competent piece of work but not yet good. More or less adequately organized along obvious lines. Thesis may be unclear or over-simple. Development is often skimpy. Use of evidence may be inadequate. Monotony of sentence structure is apparent and errors may be sprinkled throughout.

C-/D/D-: A piece of work that demonstrates some effort on the author’s part but that is too marred by technical problems or flaws in thinking or development of ideas to be considered competent work.

E/F: Failing grade. Essay may not respond to assignment. Essay may be far too short. Grammar and style may be careless.

Books on Reserve in the Art Library


BQ286 .L56 1973

BQ1292.E5 W37 1987

DS486.T3 M37 1975b [OVERSIZE]

DS486.S2 M33 1982

NX705.5.I4 P6 1992

N8193.S68 M57

BL1450 .A813

BQ356 .O2

CC75 .R46 1996

BQ2612.E5 D3 1890

BQ1182.E5 D3 1965

BQ 6160 I4 S36 1997

BQ885 .S3813 1989 [TRINITY]

OLIN REFERENCE COLLECTION, G2261.S1 H5 1992

GN400 .S45

BQ924 .S77 2004

BQ924 .T73 1997


HN683 .W34


