







AANAPISI Faculty Fellow Curriculum Development Form

PAASA – Year 1

"The main purpose of the curriculum (development)... will be to create modules on Cambodian/Khmer themes that will be embedded into courses across the general education curriculum. These modules will be designed to raise challenging and engaging themes and thereby to connect the study of various disciplines to the current conditions that may be seen in Cambodia and in the Cambodian American experiences in Lowell that affect many MCC students directly." (MCC Program for Asian American Student Advancement Grant Application)

Faculty Member	David M. Kalivas, Professor of History
Course Name and Number	HST 130 History of World Civilizations Before 1500
Course Name and Number	HST 290 World Cultures Honors Seminar

Review	<i>Signature</i>	<i>Date</i>
External Expert: Peter Hershock	Peter Hershock	9/27/18
Curriculum Coordinator: Dona Cady	Dona Cady	9/27/17

General Education Category		ISLOs Supported		
	Behavioral Science			Written and Oral Communication
X	Humanities	X		Multicultural/Global Literacy
	Mathematics			Critical Thinking
	Natural or Physical Science			Social Responsibility
X	Social Science			Quantitative Literacy
	Undetermined			Personal and Professional Development

Module Description

Pathways to Buddhism: Origins and Expansion in Eurasia

This module will examine the origins and development of Buddhism within the context of the Vedic Tradition and how it developed into a separate philosophical-religious tradition. It will introduce students to the spread of cultures/religions as a result of migration and the role of travelers in spreading Buddhist texts/ideas from the founding era to Xuanzang in the Seventh Century, CE.

Resources (Books, Articles, Films, etc.)

Karen Armstrong, *Buddha*; Sally Wriggins, *The Silk Road Journey With Xuanzang*; Richard Foltz, *Religions of the Silk Road*; Xinru Liu, *The Silk Road and World History*; Christopher L. Beckwith, *Empires of the Silk Road*; Frances Wood, *The Silk Road: Two Thousand Years in the Heart of Asia*; Xinru Liu, *Silk and Religion*; Luce Bulnois, *Silk Road: Monks, Warriors & Merchants*.

AANAPISI Module Outcomes (Examples)

Students will be able to:

1. Identify the geographical areas where Buddhism originated in South Asia.
2. Examine the origins of Buddhism in the time of the historical Buddha; what were the basic tenets of this tradition and how did it differ from the Vedic Tradition commonly referred to as Hinduism.
3. Identify the cultural and trade pathways where Buddhism spread throughout mainland and maritime Eurasia.
4. Identify and examine the context for the spread of Buddhism by examining the major Silk Road Travelers and their journeys.

Learning Activities (Examples)

Students will:

1. Respond to discussion, create writings of various lengths (ranging from one to four pages) and/or develop projects or presentations in order to:
2. Explain the major characteristics of Buddhism as a Eurasian and later global religious tradition.
3. Evaluate and explain the process that led to the development of Buddhist philosophy during to the Seventh Century, CE.
4. Explain the interactions and connections between the origins of Buddhism and other Eurasian civilizations.

Course Artifacts (examples)

Students will produce samples of:

1. Written work such research papers, reflection essays, and poster presentations examining the major issues in the readings for this unit.
2. In-class discussions on the readings, lectures, and topics engaged to understand the origins and development of Buddhism and the role of “travelers” in helping spread religion and culture.