

TESP 34: Mary and Guan-yin: Buddhism /Christianity  
Spring 2017 TTH 2:00pm-3:40pm

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The course is a comparative study of Mary and Guanyin in the Catholic and Buddhist traditions. The course will explore 1) the historical developments of popular devotion to Mary and Guanyin; 2) the theology of Mary in the Catholic tradition in comparison with Buddhist understanding of Guanyin; 3) the role of Mary and Guanyin in shaping Catholic and Buddhist religiosity in some Asian countries such as China, Korea, Japan, and Vietnam; and 4) the similarities and differences between Catholic and Buddhist understanding of Mary and Guanyin.

### CORE CURRICULUM LEARNING GOALS AND OBJECTIVES

This course fulfills Santa Clara's Core Requirement Religion, Theology, and Culture 2 Core Learning Goals: Complexity and Religious Reflection.

#### Core Learning Objectives

1. Analyze complex and diverse religious phenomena (such as architecture and arts, music, ritual, scriptures, theological system and other cultural expressions of religious beliefs)
2. Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.
3. Clarify and express beliefs in light of their critical inquiry in the religious dimensions of human existence.

#### Course Goals

- 1) Gain an understanding of the religious phenomena manifested through the devotion to Mary and Guanyin. 2) Be able to articulate the historical and theological developments of popular devotion to Mary and Guanyin in the

Catholic and Buddhist traditions. 3) Demonstrate the impact of history and cultures that shaped religious practices of Catholicism and Buddhism. 4) Describe and explain the similarities and differences between Catholic belief in Mary and Buddhist belief in Guanyin.

### Class Texts

- 1) Chün-fang Yü, *Kuan-yin: The Chinese Transformation of Avalokitesvara* (Columbia University Press, 2000).
- 2) Malgozata Peralba, *The Black Madonna in Latin and Europe* (University of New Mexico Press, 2007).

### 2) Articles

- Felipe Gómez, S.J., *Mary, Virgin and Mother*, Chapter 7
- Alfred Tradigo, “Icons and Saints of The Eastern Orthodox Church,” 165-223.
- Dorian Llywelyn, S.J., “Toward A Catholic Theology of Nationality.”
- Jeremy Clarke, *The Virgin Mary and Catholic Identities in Chinese History*, ch.1.
- Junhyoung Michael Shin, “Avalokitesvara’s Manifestation as the Virgin Mary: The Jesuit Adaptation and the Visual Conflation in Japanese Catholicism after 1614.”
- Marpingen, “Apparitions of The Virgin Mary in The Nineteenth-Century Europe.”
- Maria Reis-Habito, *The Bodhisattva Guanyin and the Virgin Mary*, Buddhist-Christian Studies Vol. 13 (1993), pp. 61-69.
- United States Conference of Catholic Bishops, “Popular Devotional Practices: Basic Questions And Answers,” 2003.

### COURSE REQUIREMENTS

#### Daily Assignments and Participation (20%)

Active participation in class discussions is a requirement of this class. Students will be required to prepare in advance reflections on course readings, discuss them in small groups, and present the keys points of their

discussions to the class (*Core Learning Objectives 1*). Each class day, students are required to write a one-page paper (single-spaced) and two (2) thoughtful questions on the assigned readings for group discussion. Each class, five (5) to seven (7) students will be chosen at random to present papers. Papers will be graded on a pass/fail basis. A failed paper will result in a reduction of 5% of your participation grade (later work will not be accepted).

### **Examinations (60%)**

There will be two examinations, worth 30% each. These exams will evaluate student understanding of the historical and theological developments of popular devotion to Mary and Guanyin in the Catholic and Buddhist traditions (*Core Learning Objectives 1; Course Goal 2*); the impact of history and cultures that shaped religious practices of Catholicism and Buddhism (*Core Learning Objectives 2; Course Goal 3*); the similarities and differences between Catholic belief in Mary and Buddhist belief in Quan Am (*Core Learning Objectives 3; Course Goal 4*).

### **Final Paper (20%)**

You will submit a 10-page research paper on June 12. The paper aims to investigate the religious phenomena through popular devotion to Mary or Guan-yin. It also aims to integrate and compare several different disciplinary approaches to a coherent set of religious phenomena through popular devotion to Mary and Guanyin (*Core Learning Objectives 2 & 3*). *Please discuss with your instructor about your research paper ahead.*

### **Attendance Policies**

Students are required to attend every class. You are allowed one unexcused absence without penalty. Two additional unexcused absences will lower your final grade from A to B; B to C; C to D, etc. (For example, if you have an A with two unexcused absences, your final grade will be B; if you have a B with two unexcused absences, your final grade will be C; if you have a C with two unexcused absences, your final grade will be D. Four (4) additional unexcused absences will lower your final grade from A to C, etc. (For example, if you got an A with four (4) unexcused absences, your final grade

will be C; if you got a B with four (4) unexcused absences, your final grade will be D. Five (5) or more unexcused absences will result in automatic failure for the course.

### **Policy on personal media in the classroom**

Out of respect for others, please turn off your laptops, tablets, smartphones, cellphones, etc., during class. Use of any such device will result in your being counted absent for that day. For note-taking, please bring pens and pencils and papers or a notebook to class.

### **Classroom courtesy**

In order for everyone to feel comfortable in class, please do not have your main lunch in class. If you need a snack, make sure it does not generate noise or odors. Any violation will result in your being counted absent for that day.

### Grading Scale:

94-100 A	87-89.9 B+	77-79.9C+	67-69.9D+
90-93.9 A-	83-86.9 B	73-76.9C	63-66.9D
	80-82.9B-	70-72.9C-	60-62.9D-

## Syllabus

### **April 4 Class Introduction**

During the first class we will quickly go over the plan for the quarter, and engage in the usual introductions. We will begin with a discussion of the reasons why we might feel interested or compelled to study the role of Guan-Yin and Mary in shaping Buddhist and Catholic religiosity.

### **April 6 Catholic Devotion to Mary: An Overview**

Felipe Gómez, S.J., *Mary, Virgin and Mother*, Chapter 7.

Video: *Fatima: Altar of The World*

### **April 11 Mary in The Scriptures**

In this class, we will study how Mary is portrayed in the four gospels. We will also explore how Mary is inexplicitly presented in the Old Testament. Readings for this class can be found at <https://www.udayton.edu/imri/mary>

### **April 13 Mary in Film**

This class will introduce you to the religious and cultural images of Mary presented in film. We will be watching one of the most recent films on Mary: *Full of Grace* (1h23m; 2015)

### **April 18 Mary in Art**

This class will introduce you to the religious and cultural images of Mary presented in Art. Alfred Tradigo, “Icons and Saints of The Eastern Orthodox Church,” 165-223. Video: *Picturing Mary* (57m; 2007).

### **April 20 Black Madonna and National Identity**

Malgozata Peralba, *The Black Madonna in Latin and Europe*, ch. 2 or 3 (book on reserve in library); Dorian Llywelyn, S.J., “Toward A Catholic Theology of Nationality.”

### **April 25 Mary in The US**

Assignment: a short pilgrimage to the Our Lady of Peace Shrine in Santa Clara on either Saturday April 27 or Sunday April 28. You will visit 1) the bookstore and examine various objects/items designated for Marian devotion); 2) observe the images and statues of Mary at the shrine and respond to a) how is Mary presented in these icons, statues, and images? b) observe the sacred space and people’s expression of their devotion to Mary. Who are they? (men, women, children, old or young, individuals, family or groups?) What symbols do they offer to Mary? How long do they spend time at that space? C) your own reflection on the trip. We will be watching a documentary video: *Our Lady of America*.

### **April 27 Mary in China**

Jeremy Clarke, *The Virgin Mary and Catholic Identities in Chinese History*, ch.1.

### **May 2 Mary in Japan**

Junhyoung Michael Shin, “Avalokitesvara’s Manifestation as the Virgin Mary: The Jesuit Adaptation and the Visual Conflation in Japanese Catholicism after 1614.”

### **May 4 Church’s Teaching on Marian Devotion; Apparitions of Mary**

United States Conference of Catholic Bishops, 2003, “Popular Devotional Practices: Basic Questions And Answers,” Marpingen, “Apparitions of The Virgin Mary in The Nineteenth- Century Europe.”

### **May 9 First Exam**

### **May 11 Mary and Guan-Yin in Japan**

Üçerler, M. Antoni J, ed. *Christianity and Cultures : Japan & China in comparison, 1543-1644*, 228-252.

### **May 16 Guan-Yin in China**

Chung Fang Yu, *Kuan-yin*, Introduction.

**May 18** Chung Fang Yu, ch. 2

**May 23** Chung Fang Yu, ch. 8

**May 25** Guanyin and Mary

Maria Reis-Habito, *The Bodhisattva Guanyin and the Virgin Mary*, *Buddhist-Christian Studies* Vol. 13 (1993), pp. 61-69.

### **May 30 Guan-Yin and Mary in Vietnam**

Thao Nguyen, SJ., “Quan Am and Mary: Vietnamese Religious, Cultural, and Spiritual Phenomena” (*Buddhist-Christian Studies*, forthcoming).

**June 1** Guan-Yin in the US.

We will visit a Buddhist temple in San Jose to explore the rich tradition of Guan-yin devotion among Buddhist followers (study questions for

this visit will be posted on Camino). Those who cannot make this trip today should arrange your own visit by June 6.

### **June 6** Presentation and Discussion

In this class, each student will present a) notes on your trip to the temple; b) an outline of your final research project.

### **June 8** Second Exam

### **June 12** Final paper due

## **Academic Integrity**

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states: I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

## **Disabilities Resources**

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of

time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

### **Accommodations for Pregnancy and Parenting**

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

### **Discrimination and Sexual Misconduct (Title IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>