

TEMPLATE SYLLABUS
TO BE ADAPTED BY FACULTY IN EACH 3 COURSE BUNDLE

CORE College
Naropa University

Fall, Spring 2006-07
Piper Murray,
Admin. Director, x4813

**COR130: CONTEMPLATIVE PRACTICE SEMINAR:
NAROPA'S ROOTS AND BRANCHES**

A Team-Taught Course, with sections by:
Richard Brown, M.A.; Susan Burggraf, Ph.D.;
Reed Bye, Ph.D.; Jane Carpenter-Cohn, M.A.;
Sherry Ellms, M.A.; Judith Simmer-Brown, Ph.D.;
Robert Spellman, B.F.A.; Lee Worley, M.A. (2007)
(See end of syllabus for contact information)

Course Description:

When the great scholar Naropa was confronted with the question, "do you understand the literal words or the inner meaning of what you study?" he embarked on a spiritual journey that transformed his life. How do the things we encounter in our lives lead to greater understanding? In this course we will explore how mindfulness-awareness meditation and other disciplines inform Naropa University's contemplative approach to education and encourage personal, artistic, and intellectual growth. Instructors are senior Naropa faculty. **3 credit hours.**

Required Texts:

Chogyam Trungpa, Shambhala: The Sacred Path of the Warrior. Boston: Shambhala Publications, 1984.

Sourcebook of additional readings, in hard copy and at <http://reserves.naropa.edu>

Class Meeting Times:

Mondays and Wednesdays 3:00-4:20

Class Meeting Places:

Section A: Shambhala Hall, Reed Bye

Section B: Performing Arts Center, Richard Brown

Section C: Mondays, Sycamore 8120; Wednesday Sycamore 8150,
Judith Simmer-Brown

Course Goals: This course introduces the tradition of contemplative education as it has been developed at Naropa University, with an emphasis on its vision, purpose and application to the academic, artistic, and psychological disciplines taught in the various majors. Students will be introduced to contemplative practices that have shaped these various disciplines, especially emphasizing mindfulness-awareness and sitting meditation practice. This course is designed to integrate the personal journey of the entering or first-year student with the rest of his or her Naropa educational experience.

Course Objectives: By the end of this class, students will demonstrate:

- an ability to experientially discern among thought, emotion, and sense perception.
- a solid grounding in the mindfulness-awareness practices that foster such discernment.
- a broad overview and working knowledge of the key principles and practices that constitute contemplative education.
- an appreciation for the history and lineage of Naropa University and its Buddhist inspirations.
- an awareness of the history, lineage, inspirations—and present mind—they bring to their education.
- experience creating and engaging with community.

Class protocols:

1. Classes will include lecture, discussion, experiential activities, meditation practice, and contemplative exercises. The emphasis will be on mentoring and supporting the personal journeys of the students in their first year at Naropa.
2. Oral presentational skills will be emphasized, such as Warrior's Exams, class presentations, contemplative discussion guidelines, and listening skills.
3. Writing assignments, integrating the readings and discussions with their own reflections and personal experience, are designed to complement and "weave" with the Writing course and the First Year Seminar courses. The purpose in these assignments is to train reflective skills based on contemplative practice.
4. Class meetings will include mindfulness-awareness trainings and sitting meditation practice.

Course Requirements and Grading Policy:

* **Preparation, attendance and participation in class.** Attendance policy defined below. Class preparation refers to the timely completion of

Readings: Trungpa, Shambhala: The Sacred Path of the Warrior, Chapters 1 & 2; Malidoma Some, "Initiation: A Response to the Challenges of the West," The Healing Wisdom of Africa, pp. 275-292; Shunryu Suzuki, "Prologue," Zen Mind, Beginner's Mind, pp. 21-22.

Recommended: Joan Halifax, "Learning as Initiation: Not Knowing, Bearing Witness, and Healing," in Heart of Learning, pp. 173-179;

Possible class activities: Acknowledge "beginner's mind"; find out who is in the room and acknowledge diversity of backgrounds, emphasis on what students are already doing re: learning as initiation, spirituality; create a class shrine, as Malidoma describes; Introduce class protocols, including Brown and Davis' "Guidelines for Contemplative Discussion."

Unit II: **Awakening Sense Perceptions**
 Introduction to mindfulness
 Uncovering the genuine heart of sadness

Readings: Trungpa, Shambhala: The Sacred Path of the Warrior, Chapters 3 & 4; Laura Sewall, "Mindful Eyes," in Sight and Sensibility, - The Ecopsychology of Perception; Thich Nhat Hanh, "The Nobility of Suffering," Dharma, Color, and Culture; Natalie Goldberg, "Writers Have Good Figures," Writing Down the Bones, pp. 50-51.

Recommended: Diane Ackerman, A Natural History of the Senses.

Possible class activities: Emphasis is experiential discovery, what are sense perceptions, bare attention; JSB leads ayatana meditation; L. S. Summer introduces space awareness.

Unit III: **Meditation—mindfulness-awareness**
 Discipline with Delight
 Synchronizing mind and body

Readings: Trungpa, Shambhala: The Sacred Path of the Warrior, Chapters 5 & 6; Judy Lief, "Education Can Be Without Limitation," in Nalanda News (April-May 1982); Thich Nhat Hanh, "Stopping, Calming, Resting, Healing," Heart of the Buddha's Teachings, pp. 24-27; St. Gregory of Sinai, "Instructions to the Hesychasts," Writings from the Philokalia on the Prayer of the Heart, pp. 74-94; "Be Melting Snow," The Essential Rumi, p. 13; Peter Matthiessen, The Snow Leopard, pp. 247-249; Gaylon Ferguson, "Liberation from Suffering," Dharma, Color, and Culture.

Recommended: Shinzen (Steven) Young, "Buddhist Meditation," Appendix

from Richard H. Robinson and Willard J. Johnson, *The Buddhist Religion*, pp. 226-235; M. Basil Pennington, "A Gift From the Desert," *Centering Prayer: Renewing An Ancient Christian Prayer Form*, pp. 15-28; Kabir Edmund Helminski, "Meditation: The Refinement of Attention," and "Refining the Mirror of Awareness," *Living Presence: The Sufi Way to Mindfulness and the Essential Self*, pp. 40-45; 67-73; Zalman Meshullam Schachter-Shalomi, *Spiritual Intimacy: A Study of Counseling in Hasidism*.

Possible class activities: Introduce mindfulness more overtly, sitting practice, but also moving, walking, to draw continuity from the previous week. Ask students to list the activities in which they engage that synchronize mind and body.

Unit IV: **Expanding Sense Perceptions**
 Expression and Artistic Process
 Stepping out of the cocoon

Readings: Trungpa, Shambhala: *The Sacred Path of the Warrior*, Chapters 7 & 8; Lee Worley, "Returning to the Space of Spontaneity," Unpublished; Barbara Dilley, "Creative Process and Meditation: Two Streams," *Contact Quarterly*, Fall 1990, pp. 40-44; Morris Berman, "Two Faces of Creativity," *Coming To Our Senses*, pp. 219-240; Gary Snyder, "Language Goes Two Ways," *A Place in Space*, pp. 173-180.

Recommended: Trungpa, "Art in Everyday Life"; Denise Taylor, "Coming Home to the Body", *Ordinary Magic*.

Possible Class Activities: Emphasis on expression, coming to voice and movement; Vowels and consonants—RB; collaborative haiku—RB; Chance operations—RS;

Unit V: **Chogyam Trungpa and the founding of NU**
 The Question is the Answer
 Celebrating and letting go

Readings: Trungpa, Shambhala: *The Sacred Path of the Warrior*, Chapters 9 & 10; Reed Bye, "The Founding Vision of Naropa: 'Let East Meet West and the Sparks Will Fly'" in *Recalling Chogyam Trungpa*; Trungpa, "Education for Enlightened Society," Talk at Naropa, July 23, 1978.

Recommended: Fabrice Midal, Chogyam Trungpa, *His Life and Vision*, pp. 249-259

Possible Class Activities: See videotape of the opening of NU from "Thus

Have I Heard”; students interview early staff/faculty/alumni;

**Unit VI: Natural sacredness of the world
 Nowness**

Readings: Trungpa, Shambhala: The Sacred Path of the Warrior, Chapter 11; Kakuzo Okakura, “The Tea Room,” in The Book of Tea, pp. 30-41; Joanna Macy, “The Greening of the Self,” World As Lover, World As Self, pp. 184-192; Sally Carrighar, “Play--The Creative Spirit,” Wild Heritage, pp. 184-201.

Recommended: Jeremy Hayward, Sacred World; Jeremy Hayward, excerpt from Letters to Vanessa: On Love, Science and Awareness in an Enchanted World

Possible Class Activities: Observation exercises—RCB; Ground Lungta practice--JSB; Deep Listening—SE;

**Unit VII: Tuning into the environment
 Self-existing power in the world
 Discovering and invoking magic**

Readings: Trungpa, Shambhala: The Sacred Path of the Warrior, Chapters 12 & 13; Lewis Thomas, Various excerpts from The Lives of a Cell: Notes from a Biology Watcher; Gregory Cajete, “Introduction,” and “Telling a Special Story,” Native Science: Natural Laws of Interdependence, pp. ix-xiii; 11-55.

Recommended: Cynthia Kneen, Awake Mind, Open Heart; Gregory Cajete, “Sense of Place,” Native Science: Natural Laws of Interdependence, pp. 178-211.

Possible Class Activities: Outdoor exploration like Drala walks; The five elements—SE.

Unit VIII: Review, retreat, and midterm warrior’s exams

**Unit IX: Spirituality vs. Religion
 Cutting through Spiritual Materialism**

Readings: Trungpa, “Transcending Materialism,” and “Cutting Through,” The Collected Works of Chogyam Trungpa, Vol. III, pp. 507-517; Ken Wilber, “A Spirituality That Transforms,” What is Enlightenment Magazine, 12, Fall-Winter 1997; Jack Kornfield, “No Boundaries to the Sacred,” A Path With Heart, pp. 184-197; Jan Willis, “Dharma Has No Color,” Dharma, Color, and

Culture.

Recommended: Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community*

Possible Class Activities: Personal spirituality inventory; Discuss critiques to spirituality movements.

Unit X: **Nalanda, contemplative university**
 Pluralism and Rime, the Tibetan
 Innovation

Readings: Nalinaksha Dutt, *Buddhist Monks and Monasteries of India*, pp. 319-348; Ringu Tulku Rinpoche "The Meaning of Rime," *Bodhi Magazine* VIII:1, 33-37, 45; Judith Simmer-Brown, "Commitment and Openness: A Contemplative Approach to Pluralism," in Glazer, *The Heart of Learning*, pp. 97-112.

Recommended: Sankhalia, University of Nalanda

Possible Class Activities: Nalanda slide show or film; Rime presentation, exclusivism, inclusivism and pluralism--JSB;

Unit XI: **Connecting With Emotions**
 Recognizing habitual patterns
 Overcoming arrogance

Readings: Trungpa, Shambhala: *The Sacred Path of the Warrior*, Chapters 14 & 15; John Wellwood, "Befriending Emotion," *Awakening the Heart*, pp. 79-90; Daniel Goleman, "Part One: The Emotional Brain," *Emotional Intelligence*, pp. 3-29; Pema Chodron, "How We Get Hooked, How We Get Unhooked," Stephanie Kaza, ed., *Hooked!*, pp. 27-33; Paul Bowles, "The Frozen Fields" *Collected Stories 1939-1976*, pp. 261-276; Allen Ginsberg, "America."

Recommended: Chogyam Trungpa, *The Sanity We Are Born With*; Dalai Lama, Daniel Goleman, et. al., *Destructive Emotions: How Can We Overcome Them?*; Thich Nhat Hanh, *Anger: Wisdom for Cooling the Flames*.

Possible Class Activities: Guided klesha meditations, stones--JSB;

Unit XII: **Nonconceptual riding of concept**
 Intellectual Inquiry and Intuition
 Sacred world and nonconceptuality

Readings: Trungpa, Shambhala: The Sacred Path of the Warrior, Chapter 16; Judith Simmer, "Scholarship as Path," The Naropa Institute Bulletin, Fall 1979; Thich Nhat Hanh, "Mountains are Mountains and Rivers are Rivers," Zen Keys, pp. 75-95; Sakyong Mipham, "Turning the Mind," Turning the Mind Into An Ally, pp. 129-137, 227-228; Maxine Hong Kingston, "Fire," Dharma, Color, and Culture.

Recommended: The Cloud of Unknowing, edited by William Johnston; Barbara Newman, Sister of Wisdom: St Hildegard's Theology of the Feminine; Gerry Shishin Wick, The Book of Equanimity: Illuminating Classic Zen Koans.

Possible Class Activities: Return to story of Naropa, discuss the words and sense, and necessity of each; Teach simple contemplative meditation, introduce Trungpa guidelines on mindful speech; invite Gerry Wick Roshi to speak about koans, Acharya Tenpa Gyaltzen to talk about concepts and study.

**Unit XIII: Emotions as the gateway
Empathy and communication
Ruling our World**

Readings: Trungpa, Shambhala: The Sacred Path of the Warrior, Chapters 17 & 18; Malidoma Some, "Ritual and Community," Ritual: Power, Healing and Community, pp. 47-54; John Kabat-Zinn, "Cat-food Lessons," Wherever You Go, There You Are, pp. 243-246.

Recommended for Faculty: Daniel Goleman, Emotional Intelligence; Trungpa, Orderly Chaos. Sakyong Mipham, Ruling Your World.

Possible Class Activities: Introduction to Maitri rooms; mandala principle in Tibetan Buddhism.

**Unit XIV: Social Engagement
Spirituality and engagement, are they separate?**

Readings: Trungpa, Shambhala: The Sacred Path of the Warrior, Chapters 19, 20 & 21; At Home in the World: The Letters of Thomas Merton and Rosemary Radford Ruether, pp. vii-xii, 42-53; "Conversation between bell hooks and Thich Nhat Hanh," Shambhala Sun, January 2000, pp. 32-43; Reverend Kenneth Kenshin Tanaka, "Right Action, Buddhism, and Our Participation in the World," Dharma, Color, and Culture.

Recommended: Ken Kraft, Inner Peace, World Peace: Essays on Buddhism and Nonviolence; Joanna Macy, World As Lover, World As Self.

Possible Class Activities: bell hooks tape on “Love, Why We Need It”; Interviews of spiritually-based social activists;

Unit XV: Review, and final warrior’s exams

Faculty Contact Information:

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Jane Carpenter-Cohn, B.A. Psychology, office on east end of second floor of 2111; phone 303-245-4602; e-mail jane@naropa.edu

Sherry Ellms, Environmental Studies, office on east end of second floor of 2111; phone 303-245-4679; e-mail sherry@naropa.edu

Judith Simmer-Brown, Religious Studies, office on north end of second floor of Ginsberg Library; e-mail jsb@naropa.edu

Robert Spellman, Visual Arts, office at Nalanda campus; phone 303-245-4858; e-mail Spellman@naropa.edu

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- If you have any special needs that may require accommodations or if you will miss a class because of a religious holiday, please contact the instructor by the third week of class.
 - Naropa University will provide accommodations for qualified students with disabilities. To request an accommodation, or to discuss any learning needs you may have, contact the Learning Needs Specialist, Kendra Kohlhaas. Her office is located in the Library Building, 2nd floor next to the Office of International Education on the Arapahoe Campus. You may contact her at 303-245-4749 or e-mail: kkohlhaas@naropa.edu.

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