

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CHC421P
Subject Title	Buddhism and Chinese Culture 佛教與中國文化
Credit Value	3
Level	4
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This course examines Buddhism's theory and practice in the historical context of Chinese culture, featuring an interdisciplinary approach. We will first read some of the great classics of Chinese Buddhism and then investigate its pervasive influence in the conjoint areas with Chinese imagination of the afterlife, philosophy, literature, painting, sculpture, architecture, as well as topics we normally would not associate with Buddhism, such as olfactory aesthetics and folk festivals. By tracing how Buddhism emerged from cultural exchange with India and from within Chinese religious traditions in the Six Dynasties, how it flourished in the Tang-Song period, and then how it spread to other East Asian countries such as Japan and Korea, the course aims to provide a profound and nuanced understanding of the driving questions, the way of thinking, and the detailed practices of Buddhism behind the history.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) understand fundamental Buddhist teachings; b) read Buddhist texts in classic Chinese c) appreciate the interplay of Buddhism, Daoism, and Confucianism in Chinese history; d) become familiar with current Chinese/English scholarship on Chinese Buddhism; e) learn how to conduct and present academic research using both primary and secondary sources.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction and Methodology <ul style="list-style-type: none"> Unit One: Doctrine and History 2. Bodhisattva ideal of Mahayana Buddhism 3. Monastic life and Chinese society 4. Ghost festival and funeral practice <ul style="list-style-type: none"> Unit Two: Buddhism and Chinese Thought 5. Tiantai doctrine and repentance practice 6. Chan Buddhism and meditative tradition 7. Pure Land Buddhism 8. Yogacara thinking and Chinese modernism

	<p>Fieldtrip to a Chan monastery in Hong Kong Unit Three: Buddhist Literature</p> <p>9. Buddhist miraculous stories 10. <i>Jin Pingmei</i> and <i>the Stone</i></p> <p>Unit Three: Buddhist Art</p> <p>11. Painting, sculpture, and architecture 12. Olfactory aestheticism 13. Conclusion and Presentation</p>																																								
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>Course readings consist of primary sources in Chinese Buddhism; most are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary novels inspired by Buddhism and supplemented by secondary scholarship. We will also pay attention to how Buddhism found its way to modern manifestation as a living tradition. A field trip to a meditation centre and Buddhism-inspired architecture will be organized during the semester. No previous knowledge of Buddhism is required.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="533 875 1390 1417"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. mid-term quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. final paper and presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In-class assessment, the mid-term quiz and the final paper-cum-presentation assess students' attainment in verbal and written terms. They are all aligned with the five ILOs.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. In-class assessment	30%	✓	✓	✓	✓	✓	2. mid-term quiz	30%	✓	✓	✓	✓	✓	4. final paper and presentation	40%	✓	✓	✓	✓	✓	Total	100 %					
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	Total student study effort	119 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. Zürcher, Erik. <i>The Buddhist Conquest of China: The Spread and Adaptation of Buddhism in Early Medieval China</i>, Leiden: Brill, 1972. 2. Gernet, Jacques. <i>Buddhism in Chinese Society: An Economic History from the Fifth to the Tenth Centuries</i>. Translated by Franciscus Verellen. Studies in Asian Culture. New York: Columbia University Press, 1995. 3. 《中国禅宗典籍丛刊》（郑州：中州古籍出版社，2018） 4. 《历代禅林清规集成》（北京：中国书店，2009） 5. Anālayo. <i>The Genesis of the Bodhisattva Ideal</i>. Hamburg Buddhist Studies. Hamburg University Press, 2010. 6. Groner, Paul. “Bodhisattva Precepts.” In <i>The Oxford Handbook of Buddhist Ethics</i>. First ed. Oxford Handbooks. Oxford; New York, NY: Oxford University Press, 2018. 29-50. 7. Eric M. Greene. “Atonement of Pārājika transgressions in fifth-century Chinese Buddhism.” In <i>Rules of Engagement: Medieval Traditions of Buddhist Monastic Regulation</i>. Hamburg Buddhist Studies; 9. Bochum: Projekt Verlag, 2017. 8. Benn, James A., Lori Meeks, and James Robson, eds. <i>Buddhist Monasticism in East Asia: Places of Practice</i>. London: Routledge, 2009. 9. Zhiyi’s <i>Mohezhi guan</i>, selections from <i>Clear Serenity, Quiet Insight: T’ien-t’ai Chih-i’s Mo-ho chih-kuan</i>, 3-volume set, translated by Paul Swanson, University of Hawaii Press, 2017. 10. Foulk, T. Griffith. “Myth, Ritual, and Monastic Practice in Sung Ch’an Buddhism.” In <i>Religion and Society in T’ang and Sung China</i>. Edited by Patricia Buckley Ebrey and Peter N. Gregory. Honolulu: University of Hawaii Press, 1993, 147–208. 11. Jones, Charles B. <i>Chinese Pure Land Buddhism: Understanding a Tradition of Practice</i>. University of Hawaii Press, 2019. 	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.