

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2022/23**

Part I Course Overview

Course Title:	<u>History of Chinese Buddhist Thought</u>
Course Code:	<u>CAH5749</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>Chinese</u>
Medium of Assessment:	<u>Chinese</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

Buddhism has been playing an enormous role in shaping the mindset of the Chinese people, affecting their aesthetics, politics, literature, philosophy, medicine etc. The course is a comprehensive survey of Chinese Buddhist thought. It will explore the growth and transformation of the beliefs, doctrines, practices, and institutions that shaped the historical trajectories of Buddhism in Chinese history, and evaluate the overall impact of Buddhism on Chinese religious, social, and cultural life.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the history and teachings of Chinese Buddhism.		√	√	
2.	Examine the important Chinese Buddhist masters against their historical background to show their contributions to the development of Chinese Buddhism.		√	√	√
3.	Demonstrate an awareness of the characteristics and diversities of China's cultural heritage and the impact of Buddhism.		√	√	√
4.	Develop a historically rooted, reflective, and empathetic yet critical attitude in understanding Buddhism.		√	√	√
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Readings	Handouts of selected topics before lectures.	√	√	√				
Lectures	Basic teachings of Buddhism; general history, schools and practices of Chinese Buddhism; the important Chinese Buddhist masters; the interaction among Buddhism, Taoism and Confucianism; the impact of Buddhism on various aspects in Chinese society	√	√	√	√			
Tutorials	Students will give oral presentation on a chosen topic while other students give feedbacks.	√	√	√	√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
One individual term paper: to assess students' critical thinking ability in understanding the importance and significance of Chinese Buddhism.	√	√	√	√			30%	
Oral presentation: to assess students' understanding of the knowledge of Chinese Buddhism and its interaction with Chinese culture.	√	√	√	√			20%	
In-class discussion: includes students' participation in discussions during tutorials, and peer review of tutorial presentation.	√	√	√	√			10%	
Test (2 hours) Final test Students will be tested on (1) factual information of the topics discussed throughout the course; (2) their critical opinions of certain issues related to the subject taught in the class.	√	√	√	√			40%	
Examination: - (duration: -)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Individual term paper	<p>1. Knowledge of the subject.</p> <p>2. Critical thinking ability in reviewing relevant research.</p> <p>3. Application of relevant theories.</p> <p>4. Ability in knowledge application.</p>	<p>1. Excellent command of knowledge of Chinese Buddhism;</p> <p>2. Excellent critical thinking ability in reviewing research reports/research articles related to Chinese Buddhism;</p> <p>3. Excellent application of theories in studying Chinese Buddhism;</p> <p>4. Excellent ability in knowledge application.</p>	<p>1. Good command of knowledge of Chinese Buddhism;</p> <p>2. Good critical thinking ability in reviewing research reports/research articles related to Chinese Buddhism;</p> <p>3. Good application of theories in studying Chinese Buddhism;</p> <p>4. Good ability in knowledge application.</p>	<p>1. Marginal command of knowledge of Chinese Buddhism;</p> <p>2. Marginal critical thinking ability in reviewing research reports/research articles related to Chinese Buddhism;</p> <p>3. Marginal application of theories in studying Chinese Buddhism;</p> <p>4. Marginally acceptable ability in knowledge application.</p>	<p>1. Unsatisfactory command of knowledge of Chinese Buddhism;</p> <p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to Chinese Buddhism;</p> <p>3. Unsatisfactory application of theories in studying Chinese Buddhism;</p> <p>4. Unsatisfactory ability in knowledge application.</p>
2. Oral presentation	Show ability in integrating ideas and opinions which are relevant to the point and evidence of providing innovative	1. Excellent understanding of the major development of the subject matter;	1. Good understanding of the major development of the subject matter;	1. Marginal command of course materials, with fair understanding of the subject matter's major development and	1. Incapable command of course materials, with fair understanding of the major development of the subject matter and

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	ideas, criticism and analysis with convincing statements and creative comments.	<p>2. Excellent understanding of the features of the subject matter;</p> <p>3. Excellent understanding of the relationship between Chinese Buddhism and Chinese culture;</p> <p>4. Excellent innovative and discovery ability on topics related to the subject matter.</p>	<p>2. Good understanding of the features of the subject matter;</p> <p>3. Good understanding of the relationships between Chinese Buddhism and Chinese culture;</p> <p>4. Good innovative and discovery ability on topics related to the subject matter.</p>	<p>features as well as its relationship between Chinese Buddhism and Chinese culture;</p> <p>2. Marginal reflective and discovery ability on topics related to the subject matter.</p>	<p>the relationship between Chinese Buddhism and Chinese culture;</p> <p>2. Insufficient reflective and discovery ability on topics related to the subject matter.</p>
3. In-class discussion	<p>1. Ability to identify and analyse the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter.</p> <p>2. Ability to interpret independent opinions effectively and efficiently.</p>	<p>Strong evidence of:</p> <p>1. Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points;</p> <p>2. Sufficient pre-class preparation and familiarity with peer reports and other materials.</p>	<p>Some evidence of:</p> <p>1. Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;</p> <p>2. Sufficient pre-class preparation and familiarity with peer reports and other materials.</p>	Marginally satisfy the basic requirements of participation.	Fail to meet the minimum requirements of participation.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
4. Test	1. Knowledge of the subject.	1. Excellent command of knowledge of Chinese Buddhism;	1. Good command of knowledge of Chinese Buddhism;	1. Marginal command of knowledge of Chinese Buddhism;	1. Unsatisfactory command of knowledge of Chinese literature and religion;
	2. Critical thinking ability in reviewing relevant research.	2. Excellent critical thinking ability in reviewing research reports/research articles related to Chinese Buddhism;	2. Good critical thinking ability in reviewing research reports/research articles related to Chinese Buddhism;	2. Marginal critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion;	2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion;
	3. Application of relevant theories.	3. Excellent application of theories in studying Chinese Buddhism;	3. Good application of theories in studying Chinese Buddhism;	3. Marginal application of theories in studying Chinese Buddhism;	3. Unsatisfactory application of theories in studying Chinese literature and religion;
	4. Ability in knowledge application.	4. Excellent ability in knowledge application.	4. Good ability in knowledge application.	4. Marginally acceptable ability in knowledge application.	4. Unsatisfactory ability in knowledge application.

Not applicable to students admitted before Semester A 2022/23

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Chinese Buddhist schools and historical phases, intellectual exchange between Buddhism and Chinese culture, Buddhist influence on religions and popular beliefs, reading on Chinese Buddhist scriptures

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	湯用彤：《漢魏兩晉南北朝佛教史》，北京：中華書局，1983(1938)年。
2.	廖明活：《中國佛教思想述要》，台北：商務印書館，2006年。
3.	屈大成：《佛學概論》，台北：文津出版社，2002年。

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Kenneth K. S. Ch'en. <i>The Chinese Transformation of Buddhism</i> . Princeton: Princeton University Press, 1973.
2.	Kenneth K. S. Ch'en. <i>Buddhism in China: a Historical Survey</i> . Princeton: Princeton University Press, 1974.
3.	呂澂：《中國佛學源流略講》，北京：中華書局，1979年。
4.	湯用彤：《隋唐佛教史稿》，北京：中華書局，1982年。
5.	方立天：《中國佛教與傳統文化》，上海：上海人民出版社，1988年。
6.	吳汝鈞：《中國佛學的現代詮釋》，台北：文津出版社，1995年
7.	藍吉富：《佛教史料學》，台北：東大圖書公司，1997年。
8.	李玉珉：《中國佛教美術史》，台北：東大圖書公司，2001年。
9.	Erik Zürcher 著、李四龍等譯：《佛教征服中國》，南京：江蘇人民出版社 2003年。
10.	賴永海主編：《中國佛教通史》，南京：江蘇人民出版社，2010年。