Course Code

BUDS5009

This draft copy of the course outline is subject to revision prior to or at the beginning of the fall 2019 semester.

The Chinese University of Hong Kong, 2019 Fall Term

Class Location: Esther Lee Building (ELB), Room 202

Course Title

Special Topics in Buddhism and Society 佛教與社會專題:
Chinese Buddhist History and Practices, 1500-1950
中國佛教的歷史與實踐，1500年-1950年

Course Description

The focus in this course is late imperial and modern Chinese Buddhism, with an emphasis on monastic Buddhism before 1950.

本課程的重點是晚期的中國佛教和現代佛教，強調在1950年之前的僧侶佛教。

Course Syllabus

I. Introduction: Buddhist Communities and Buddhist Societies
II. Buddhism in Chinese Society, Historical Evolution
   1. Ming Period, Overview
   2. Ming Period, Response to Christianity
   3. Qing Period, Overview and Pilgrimage
   4. Republican Period, New Trends and Responses to Modern Science
III. Buddhist Practices in Historical Perspective
   1. Ritual: Overview
   2. Ritual: Daily Liturgy
   3. Ritual: Monastic Ordination
   4. Ritual: Releasing Flaming Mouths
   5. Meditation: Chan
   6. Meditation: Pure Land
IV. Conclusion

Learning Outcomes

1) Knowledge
To enable students to obtain a broad knowledge of Buddhist Studies as a discipline and a more specialized knowledge in a particular sub-field of concentration.

2) Skills
   To help the students develop research skills in Buddhist Studies, including their competence in academic writing and presentation in order to prepare them for further academic research in Buddhist Studies.

3) Attitude
   To develop a reflective and empathetic attitude in understanding Buddhism.

Assessment Scheme

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-Term Quiz</td>
<td>10%</td>
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<tr>
<td>Term Paper</td>
<td>50%</td>
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Course Requirements

Students will be required to complete the following:

1) **Regular participation.** Participate in class discussions, and complete the required readings each week. On occasion, short assignments may be given. *A note on attendance:* you will not gain any points simply for attending class. You are expected to attend each class. But you will lose five points from your final grade for each unexcused absence beyond three. Excused absences include documented medical emergencies, attending a funeral, etc.

2) **In-class presentations.** Each student will make two presentations. One, which might be done along with another classmate, is to introduce and briefly critique class readings, and to raise discussion questions. The second presentation, in week 12, will be related to the student’s term paper. More details (i.e., length of presentation, etc.) will be given during class.

3) **Mid-term quiz.** A brief quiz on course content will be given in class during week six.

4) **Term paper.** Each student will submit a term paper (roughly 4000 words). Term paper topics should be related to the course theme and should be
discussed with the instructor. Term papers can be either synthetic (i.e., integrative review of secondary research on a certain topic), or research-oriented (i.e., based on original research, using primary source documents, interviews, participant observation, etc.).

Feedback for Evaluation

- End-of-term university course evaluation will be conducted in class.
- Students’ comments and feedback on the course through e-mails or personal meeting with the instructor are always welcomed.

Required Readings and Purchases

All of the required readings will be provided as pdf documents or are accessible online. In addition, students are welcome to consult Chinese-language translations of the English readings, when available. In particular, students may wish to acquire the Chinese translation of Holmes Welch’s *The Practice of Chinese Buddhism, 1900-1950* (1967):


Class Schedule

<table>
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<tr>
<th>Topic and Readings</th>
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<tbody>
<tr>
<td><strong>Week 1 (Sept. 6): Course Introduction</strong></td>
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<tr>
<td>No Required Readings</td>
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Recommended Readings:


| **Week 2 (Sept. 13): Ming Buddhism (Overview)** |
| <Today is the Mid-Autumn Festival and some students have asked whether class will be mandatory today. I will consider making today’s class optional, and showing documentary films on Buddhism (with class discussion) instead. The class content for today (and for other classes) will then be shifted back by one week, and the content for one class (probably week 11) will be cut.> |

• Selection, 憨山老人夢遊集.

Recommended readings
• T. 1714, Heart Sutra commentary with 御製心經序.

Week 3 (Sept. 20): Ming Buddhism 2 (Ouyi and Anti-Christian Apologetics)
• Selection, Ouyi Zhixu, 1643, 闢邪集.

Recommended readings

Week 4 (Sept. 27): Qing Buddhism (Overview and Pilgrimage)
• Selection, 參學知津. (In the pdf provided, read the section titled “北京由上方山至五台山從真定府回京都陸路,” from page 23 to 26. It
begins with the characters “京都順天府” and concludes with “彰儀門.”

Recommended Readings:


Week 5 (Oct. 4): Republican Buddhism (New Developments, Science)


Recommended Readings:

Week 6 (Oct 11): Ritual: Overview

- A mid-term quiz will be given in class today.

Recommended readings


Week 7 (Oct. 18): Ritual: Daily Liturgy


Recommended Readings:


Week 8 (Oct. 25): Ritual: Monastic Ordination


• Selection, 三壇傳戒正範, X. 1128, available online (http://tripitaka.cbeta.org/X60n1128_001). Try to read through the following sections: 卷四, 二壇傳授比丘戒正範: 第十一明授戒體法, 第十二正授戒體法, and 第十三次說四墮法.

### Recommended readings:

**Zongxing 宗性. 2010. “《三壇傳戒正範》版本綜述.” 佛学研究 19: 131-160.**

### Week 9 (Nov. 1): Ritual: Releasing Flaming Mouths

- Selections, X 1080, 瑜伽集要施食儀軌; and X 1081, 修設瑜伽集要施食壇儀. Read through the selections provided as best you can and try to understand the logic of the ritual.

### Recommended readings:


**Sik, Hung Hin and Fa Ren Sik. 2016. “A Case Study of the Decline of the Buddhist Funeral Ritual, the Guangdong Yuqie Yankou.” *Contemporary Buddhism* 17 (1): 116-137.**

### Week 10 (Nov. 8): Meditation: Chan

Hunn, pp. 63-74 (or the corresponding pages in Chinese version, which are pp. 23-29 in the edition provided).

Recommended readings

Week 11 (Nov. 15): Meditation: Pure Land

Recommended readings
- Selection, Yinshun, Critiques of Beliefs about the Pure Land

Week 12 (Nov. 22): Student presentations and discussion of working term papers.

Week 13 (Nov. 29): Theme and assignment to be determined.

Contact Details of Teacher

<table>
<thead>
<tr>
<th>Professor/Lecturer/Instructor</th>
<th>Professor</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Prof. Douglas Gildow</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Room 312, 3/F, Leung Kau Kui Building</td>
</tr>
<tr>
<td>Telephone:</td>
<td>3943-4390</td>
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Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at [http://www.cuhk.edu.hk/policy/academichonesty/](http://www.cuhk.edu.hk/policy/academichonesty/).

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students’ uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Grade Descriptor

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding performance on all learning outcomes.</td>
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<tr>
<td>A-</td>
<td>Generally outstanding performance on all (or almost all) learning outcomes.</td>
</tr>
<tr>
<td>B</td>
<td>Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.</td>
</tr>
<tr>
<td>D</td>
<td>Barely satisfactory performance on a number of learning outcomes</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.</td>
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