

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: General Education
Programme OF Level	: 5
Course Title	: Buddhist Paths to Liberation in modern life: Happiness, Wisdom and Enlightenment 佛家看現代生活的解脫之道：快樂、智慧與覺悟
Course Code	: GEF1015
Department	: International Education and Lifelong Learning (IELL)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI/CMI
Course Level	: 1

Part II

The University's 4Cs Learning Framework and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important attributes embodied in the 4Cs.

The 4Cs are:

- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Synopsis

The terms *Nibbana*, *Buddha* and *Enlightenment* which are core concepts in Buddhism have been used in contemporary popular culture in the West in the past few decades. What are the real meanings? How much can they be related to our lives in the contemporary world? This course aims to expose students to the changes of Buddhist thoughts and practices along historical changes, and the revelations to modern life. Drawing from literature of ancient and contemporary Buddhist texts, students will understand the core concepts, thoughts, meanings and specific practices in different era such as *Nibbana* in early Buddhism, *Being a Buddha* in *Mahayana Buddhism* and *Enlightenment* in Chan/Zen (禪), and the applications in ‘real-life’ context, including daily life schedule, food, diet, life and death and customs.

The course will draw extensively on students’ live experiences. The most important goal of the course is to help students to develop the awareness of the varieties and diversities of Buddhist practice to deal with daily life issues in modern world.

The course will include short and provocative lectures. Students will be required to undertake article reading, class discussions, debates, visits and group research projects. Students will be asked to consider questions regarding different Buddhist practice, etc. In the process, students will learn how to express their own feelings, interpretations and personal live experiences.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Understand the core concepts, thoughts, meanings and specific practices in different era such as *Nibbana* in early Buddhism, *Being a Buddha* in *Mahayana Buddhism* and Enlightenment in Chan, and applications in ‘real-life’ context.
- CILO₂ Apply the knowledge in this course to develop a lifestyle of liberation nowadays in the Hong Kong context.
- CILO₃ Construct sensible and reasonable responses to daily issues by using the Buddhist practice.
- CILO₄ Reflect the issues with life experiences and express own ideas.
- CILO₅ Develop the awareness of the varieties and diversities of Buddhist practice to deal with daily life issues in modern world.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Basic concepts of Buddhism	CILO ₁	Lecture & Tutorial discussion; Video;
b. The concept of Nibbana ancient India	CILO ₁ CILO ₂	Lecture & Tutorial discussion; Video;
c. Nibbana and Theravada Buddhist	CILO ₁	Lecture & Tutorial discussion;

practice	CILO ₂ CILO ₃ CILO ₄	Video; Presentation of the students
d. Nibbana and monastic community in modern era	CILO ₂ CILO ₃ CILO ₄	Lecture & Tutorial discussion Visit(s) to various religious organization and have meal Presentation of the students
e. Being a Buddha and the rise of Mahayana Buddhism	CILO ₁ CILO ₂	Lecture & Tutorial discussion; Video; Presentation of the students
f. Being a Buddha and Mahayana Buddhist thoughts and practice	CILO ₁ CILO ₄	Lecture & Tutorial discussion; Video; Presentation of the students
g. Enlightenment and the rise of Chan/Zen (禪)	CILO ₁ CILO ₃ CILO ₅	Lecture & Tutorial discussion; Video; Guest workshop about food safety; Presentation of the students
h. Enlightenment and Chan/Zen (禪) practice	CILO ₁ CILO ₃ CILO ₄ CILO ₅	Lecture & Tutorial discussion; Video; Presentation of student
i. Enlightenment and Chan/Zen (禪) life in modern era	CILO ₄ CILO ₅	Lecture & Tutorial discussion; Video; Presentation of the students
j. Reflections and conclusions	CILO ₂ CILO ₄ CILO ₅	Lecture & Tutorial discussion; Video; Presentation of the students

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Class participation and Tutorial discussion	20%	CILO _{1, 2, 3, 4, 5}
b. Group Presentation	30%	CILO _{1, 2, 3, 4, 5}
c. Individual Paper	50%	CILO _{1, 2, 3, 4, 5}

5. Required Text(s)

Nil

6. Recommended Readings

Book:

1. Akira, Hirakawa, trans. and edited by Paul Groner (1993). *A History of Indian Buddhism*. Delhi: Motilal Banarsidass.
2. Harvey, P. (1990). *An Introduction to Buddhism: teachings, history, and practices*. New York: Cambridge University Press.

3. Khema, A. (2003). *Being nobody, going nowhere: meditations on the Buddhist path*. Boston: Wisdom.
4. Khema, A. (1998). *I give you my life: the autobiography of a western Buddhist nun*. Boston: Shambala.
5. Kornfield, Jack (1996). *Living dharma: teachings of twelve Buddhist masters*. Boston, Mass: Shambhala.
6. Rahula, Walpola (1990). *What the Buddha Taught*. Oxford: Oneworld..
7. Strong, J. S. (2002). *The Experience of Buddhism: Sources and Interpretations*. California: Wadsworth.
8. Warder, A. K. (2000). *Indian Buddhism*. Delhi: Motilal Banarsidass.
9. Xing, G. (2005). *The concept of the Buddha: its evolution from early Buddhism to the trikaya theory*. London; New York: RoutledgeCurzon.
10. Palmo, T. (2002). *Reflections On a Mountain Lake*, NY, Snow Lion.
11. Bhante Henepola Gunaratana. (2002) *Mindfulness in plain English*. Boston: Wisdom.
12. Chödrön, P. (1997). *When Things Fall Apart*, Boston, Shambala.(《當生命陷落時》)
13. Goldstein, J. (2003). *Insight meditation: the practice of freedom*. Boston, Shambala.
14. 中村元 (1995)《原始佛教—其思想與生活》台北：香光書鄉出版社。
15. 水野弘元 (2002)《佛教的真髓》台北：香光書鄉出版社。
16. 平川彰 (2002)《印度佛教史》台北：商周出版。
17. 吳汝鈞 (1993)《遊戲三昧：禪的實踐與終極關懷》台北：學生書局。
18. 呂澂著 (2003)《中國佛學源流略論》台北：大千出版社。
19. 呂澂著 (2003)《印度佛學源流略論》台北：大千出版社。
20. 洪修平 (1994)《中國禪學思想史》台北：文津出版社。
21. 阿姜查著；中文譯者賴隆彥。(2004)《阿姜查的禪修世界》台北市：橡樹林文化。
22. 阿姜查著(1997)《靜止的流水》台北市：圓光出版社。
23. 鈴木大拙著，劉大悲譯 (1972)《禪與生活》臺北：志文出版社。
24. 鈴木俊隆著，梁永安譯 (2004)《禪者的初心》台北市：橡樹林文化。
25. 普明 (1976)《牧牛圖頌》(The Ox-herding with illustrations and verses) 香港：佛學印書局。
26. 葛兆光(1995)《中國禪思想史：6世紀到9世紀》北京：北京大學出版社。
27. 東方佛教學院編著(1993)《六祖壇經註釋》。台北縣三重市：佛光文化事業有限公司。
28. 杜繼文，魏道儒著 (1993)《中國禪宗通史》。南京：江蘇古籍出版社。
29. 楊惠南著(1987)《佛學的革命：六祖壇經》。台北：時報出版社。
30. 楊惠南著(1995)《禪史與禪思》。台北：東大出版社。
31. 楊惠南著(1999)《禪思與禪詩：吟詠在禪詩的密林裏》。台北：東大出版社。
32. 楊惠南著 (1993)《惠能》。臺北：東大出版社。
33. 普濟著 (1991)《五燈會元：[20卷]》。台北市：文津出版社。
34. 顧法嚴譯 (1975)《禪門三柱：傳授，修習，開悟》。臺北：慧炬出版社。
35. 道元著；何燕生譯注(2003)《正法眼藏》。北京市：宗教文化出版社。
36. 聖嚴法師及丹史蒂文生著；梁永安譯 (2002)《牛的印跡：禪修與開悟見性的道路》。台北：商周出版。
37. 德寶法師著；賴隆彥譯(2003)《平靜的第一堂課：觀呼吸》。台北市：橡樹林文化。
38. 艾瑪(2000)《以法為洲》。台北市：商周出版。
39. 丹津·葩默著 (2004)《心湖上的倒影》。台北市：法鼓文化。

40. 佩瑪·丘卓(2001)《當生命陷落時》。台北市：心靈工坊。
41. 葛印卡(2003)《生活的藝術》。台北：佛陀教育基金會。

Documentary video:

1. Miramax Films presents (2000) *Little Buddha*. Burbank, Calif.: Miramax Home Entertainment.
2. 銀河映像(香港)有限公司製作 (2003)。《大隻佬》。(Running on Karma)
3. 《禪說》壹動畫影像有限公司
4. 金聖德導演《春去又春來》(2007)

7. Related Web Resources

1. 中華電子佛典協會 (2007) CBETA 《大正藏》 <http://www.cbeta.org/index.htm>
2. 佛門網站 (Buddhist door) <http://www.buddhistdoor.com/>

8. Related Journals

1. British Food Journal
2. International journal of food sciences and nutrition
3. Journal of food and culture
4. Journal of food science and technology
5. Journal of food science education

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others