1. **Title of the module**

RSST6240/RSST6250 (TH624/TH625) – Indian Philosophy (Hindu and Buddhist Thought)

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (RSST6240) and Level 6 (RSST6250)

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Religious Studies (Single & Joint Honours); BA Philosophy (Single & Joint Honours); BA Asian Studies (Joint Honours), BA Global Philosophies (Single Honours).

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Outline and examine key philosophical themes and debates within the various Hindu and Buddhist schools of Indian thought;

8.2 Understand ways in which the various schools mutually influenced and contested each other’s philosophical positions;

8.3 Examine key philosophical questions such as the nature of the self, truth, cosmology, ontology and epistemology as they are debated in a classical Indian intellectual context:

8.4 Consider the contribution of Hindu and Buddhist thought to the history of philosophy as a global enterprise.

**On successfully completing the module Level 6 students will be able to:**

8.5 Outline the historical development of key philosophical themes within the various Hindu and Buddhist schools of Indian thought, and use critical techniques to analyse the philosophical development of key debates;

8.6 Construct a coherent picture of the intellectual context with reference to the mutual influence of various schools, assessing their impact with regard to both philosophical and historical factors;

8.7 Critically assess claims made in the classical Indian intellectual context regarding key philosophical questions on the nature of the self, truth, cosmology, ontology and epistemology, bringing knowledge of primary texts and critical tools to bear on the material in constructing arguments;

8.8 Engage current and global scholarship on the history of philosophy in assessing the contribution of Hindu and Buddhist as a global enterprise.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate writing and organising skills;

9.2 Demonstrate competence in the use of appropriate IT resources, including word processing and critical evaluation of online material;

**On successfully completing the module Level 6 students will be able to:**

9.3 Demonstrate skills in conveying complex and multi-facetted material, with reference to advanced scholarship and primary texts;

9.4 Demonstrate competence in the use of appropriate IT resources and critical sources in devising research plans, evaluating relevant material, identifying problems, and framing appropriate solutions;

1. **A synopsis of the curriculum**

This module will explore classic philosophical debates and texts (in translation) of the main currents of classical Indian philosophical thought, focusing on Hindu and Buddhist thought but with some reference to traditions such as Jainism. The module explores classic Indian approaches to key philosophical themes such as the nature of truth, the relationship of language and reality, cosmology and theories of causality, the nature of perception, karma and rebirth, debates about the self, the relationship of consciousness and the body, the nature of liberation and valid sources of knowledge.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bartley, C, (2011) *An Introduction to Indian Philosophy*, London: Continuum

Hamilton, S, (2001) *Indian Philosophy. A Very Short Introduction,* Oxford: Oxford Paperbacks

King, R, (2000) *Indian Philosophy. An Introduction to Hindu and Buddhist Thought,* Edinburgh: Edinburgh University Press

King, R, (1995) *Early Advaita Vedanta and Buddhism. The Mahayana Context of the Gaudapadiya-karika*, Albany, NY: State University of New York Press

Larson, G. and Deutsch, E., (1988) *Interpreting Across Boundaries. New Essays in Comparative Philosophy,* Princeton, New Jersey, Princeton University Press

Sarma, D, (2011) *Classical Indian Philosophy. A Reader*, New York: Columbia University Press

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (2,500 words) – 50%
* Essay 2 (2,500 words) – 50%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1 / 8.5* | *8.2 / 8.6* | *8.3 / 8.7* | *8.4 / 8.8* | *9.1 / 9.3* | *9.2 / 9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  | **x** |
| Seminar | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module explores the rich intellectual history of philosophical debate in Classical India and therefore makes a significant contribution to the internationalisation of Kent's curriculum.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 08/09/17 | Minor | September 2018 | 1 | No |
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| Revised FSO Jan 2018 |