1. **Title of the module**

RSST3310 (TH331) – Introduction to Hinduism and Buddhism

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 4

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

15 Credits (7.5 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**

Compulsory for BA Asian Studies

Optional for BA Religious Studies; BA Global Philosophies

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

8.1 Demonstrate an appreciation of the richness and diversity present within specific Asian traditions and civilisation, encompassing topics such as the historical development of specific doctrines and groups, the relationship between belief, practice, and society, and the interpretation of particular religious texts and contexts;

8.2 Describe and articulate a key concept, idea, theme or practice relevant to Hindu traditions such as bhakti, moksha, yoga, dharma etc., demonstrating an accurate and detailed understanding of the idea in its doctrinal context, and an awareness of its place within the broader development of the tradition;

8.3 Describe and articulate a key concept, idea, theme or practice relevant to Buddhist traditions such as duhkha, anatman, bodhisattva etc., demonstrating an accurate and detailed understanding of the idea in its doctrinal context, and an awareness of its place within the broader development of the tradition.

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

9.1 Demonstrate improved communication skills, both written and oral, as well as their ability to organise information in a clear and coherent fashion;

9.2 Demonstrate improved learning and performance by applying a variety of methodological and historiographical perspectives.

1. **A synopsis of the curriculum**

The purpose of this module is to introduce students to the Hindu and Buddhist traditions, through a consideration of their key concepts, ideas, texts and practices (such as bhakti, moksha, yoga, dharma). The first half of the module will examine some of the most interesting features of the Vedic and post-Vedic tradition: the Upanishads, the Bhagavad Gita and the polytheism of the Mahabharata. The second half will examine the contrasting philosophical positions of the Theravada and Mahayana Buddhist traditions using materials from the Pali canon and several Sanskrit Sutras. Particular attention will be given to the variety of interpretations of the Buddhist ‘No-self’ doctrine and concept of enlightenment as well as the meaning and function of the Buddha’s career.

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

Flood, G. (1996). *An introduction to Hinduism*, Cambridge: CUP.

Harvey, P. (1990). *An Introduction to Buddhism*, Cambridge: CUP.

Keown, D. (2013). *Buddhism – A Very Short Introduction*, (2nd edition) Oxford: OUP.

Knott, Kim (1998). *Hinduism: A Very Short Introduction*, Oxford: OUP.

Rahula, W. (1997). *What the Buddha Taught*, New York: One World Publications.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay 1 (2,000 words) – 50%
* Essay 2 (2,000 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* | *8.2* | *8.3* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |
| Essay 1 | **x** | **x** |  | **x** | **x** |
| Essay 2 | **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 range of religious and philosophical traditions that originated in South Asia, focusing upon Hinduism and Buddhism. The content of the module involves engagement with a variety of national and cultural contexts, explanation and understanding of key Pali and Sanskrit terms, with a specific focus on India, as well as exploring questions of translation and the nature of cross-cultural analysis.

**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) |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |