1. **Title of the module**

RSST5001 (TH5001) – Buddhism: The Foundations

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

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 and 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 students will be able to:**

8.1 To outline, analyse and discuss the key doctrinal themes and practices related to the first millennium of Buddhist history in India and their development over time;

8.2 To understand the broad philosophical context in which early Buddhism developed in India;

8.3 To demonstrate an understanding of and ability to discuss the authority claims of Theravada and Mahayana forms of Buddhism and consider their relationship to early Buddhist thought;

8.4 To demonstrate a detailed understanding of fundamental Buddhist teachings as expounded by the Theravada and Mahayana literature of first millennium Buddhism.

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

9.1 Demonstrate well-developed communication and organising skills;

9.2 Demonstrate well-developed ability in the use of appropriate IT resources, including word processing and critical evaluation of online material;

9.3 Analyse written sources and worldviews in their historical and cultural context and be able to communicate them effectively to specialist and non-specialist audiences.

1. **A synopsis of the curriculum**

This module will examine the main doctrines and practices of early Indian Buddhism as seen through the Theravada Buddhist canon and early Mahayana literature (in translation). The module will examine the figure of the Buddha and the central concepts and doctrinal themes in his teachings as represented in these materials, with particular attention paid to the philosophical, soteriological, and ethical ideas expressed within early Buddhist literature in the period 500 BCE to 800 CE, focusing on South Asian contexts.

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

Gethin, R, (1998) *The Foundations of Buddhism*. Oxford: OPUS Books.

Gombrich, R, (2006) *Theravada Buddhism: A Social History*, 2nd Edition, Routledge.

Williams, P., (2008) Mahayana *Buddhism. The Doctrinal Foundations,* London; Routledge.

Harvey, P, (2012) *An Introduction to Buddhism, Second Edition: Teachings, History and Practices*, Cambridge: Cambridge University Press.

Rahula, W, (1997) *What the Buddha Taught*. London: Oneworld Publications.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (3,000 words) – 50%
* Essay 2 (3,000 words) – 50%

13.2 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)***

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  |  | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **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 teachings and traditions of Buddhism in Asia and therefore in its content is reflective of an internationalisation of SECL curricula beyond the European.

**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.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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